

Grade 3



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EMC 3343

# BUILDING GRADE 3 FLUENCY

20 Transparencies Inside!

Correlated to State Standards

- Assessment tools
- 20 transparencies
- Variety of genres: poetry, jokes, tongue twisters, stories, nonfiction, readers' theater



Introduction by Gerald Tindal, Ph.D.

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# BUILDING 3 FLUENCY

Fluency has been identified in the Reading First Initiative of the No Child Left Behind Act as one of five essential components of reading instruction. Scientifically based research finds that repeated and monitored oral reading improves fluency and overall reading achievement. *Building Fluency* will help your students build oral reading fluency with selections carefully chosen for their engaging quality, rich language, humor, and cultural literacy value.

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EMC 3343

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# The Importance of Reading Fluency

by Gerald Tindal, Ph.D.

**S**tuggling readers, in general, lack fluency. Therefore, attention to fluency instruction should be a major component of any reading program.

As defined by the National Reading Panel (2000), fluency is "reading text with speed, accuracy, and proper expression." Fluent readers are like musicians or athletes who no longer have to "think" about a behavior; they "just do it." A fluent reader moves over the words, sequencing them effortlessly, providing appropriate intonation, and integrating the punctuation. Fluent reading is easily discerned by the reader's audience.

The importance of reading fluency cannot be underestimated, or its relevance doubted. Comprehension improves when students read quickly, accurately, and smoothly. Jay Samuels, of the University of Minnesota, used the term *automaticity* to describe the relationship between decoding and comprehension. Basically, when students become fluent, decoding is automatic and no cognitive effort is needed to read; the result is a nearly total focus on comprehension.

Additionally, there are some major side benefits of fluency instruction. As students become more fluent readers, they can begin to command their own learning and participate more broadly in the language community. With reading fluency comes greater awareness of the world and opportunity to interact with others, allowing students to help each other practice, rehearse for performances, and share their skills with an audience.

Enjoy helping your students move toward reading fluency!

Dr. Tindal is the Castle-McIntosh-Knight Professor of Education at the University of Oregon in Eugene, Oregon.

# Teaching Fluency

In order for students to become fluent readers, they need to have oral reading **modeled** for them; they need repeated oral reading **practice**; and they benefit greatly from **performing** their oral reading.

## MODELING ORAL READING

Use the overhead transparencies in this book to demonstrate various qualities of fluent oral reading: rate, phrasing, and intonation. (More about using the transparencies appears on page 4.)

### Rate

Explain to students that oral reading rate varies depending on the type of selection being read.

- A faster rate is appropriate for lighthearted pieces such as riddles, jokes, tongue twisters, and limericks.
- A slower rate will better convey meaning when reading nonfiction selections or folk tales and myths.
- Readers' Theater should be read at a rate that corresponds with spoken dialogue.

### Phrasing

Explain the importance of reading in phrases, rather than word by word. Use the transparencies to demonstrate how to divide text into meaningful chunks (see page 4).

### Intonation

Intonation is the distinctive tone of voice that conveys meaning. Guide students to scan ahead for punctuation that signals appropriate intonation.

- A question mark signals the reader to end the sentence with a slightly higher voice.
- An exclamation mark indicates words that should be read with strong feeling.
- Words in quotation marks should be read as if they are being spoken.

## PRACTICING ORAL READING

Keep fluency practice fun and interesting by using a variety of techniques, such as those explained below. Older students may have their own ideas about ways to enliven practice.

### Choral Reading

Choral reading is simply reading in unison. Enliven your fluency practice by trying a number of approaches to choral reading throughout the year:

- Refrain reading—one student reads most of the piece and the rest of the class reads repeated sections.
- Antiphonal reading—small groups of students are each assigned a different section of text. One group reads its part, and a different group reads another part, such as the chorus or refrain. This technique is effective with chants, songs, and poems.
- Radio reading—small groups of four to six students are assigned a passage of text. Each student reads a part of the passage in the proper order. This technique is perfect for speeches, nonfiction, and tales, myths, and legends.
- Call and response—one student reads part of a joke or riddle, for example, and the whole group responds by reading the punch line or answer.
- Cumulative—one child or small group begins the reading and is sequentially joined by one or more readers until the entire class is reading.

### Partner Reading

In partner reading, one student reads a line or a part, and the partner reads the next line or part.

### Echo Reading

In echo reading, a proficient reader is paired with a less proficient reader. The better reader reads one sentence or phrase. The other reader echoes back, following along with a finger.

## PERFORMING ORAL READING

A performance celebrates the fluency achieved by daily practice. Friday afternoons are a perfect time for your readers to strut their stuff. Invite a buddy class or someone special, such as the principal, to share in the fun!

# Using the Transparencies

## The Transparencies

Twenty selections from this book are provided on transparencies to assist you in modeling appropriate rate, phrasing, and intonation for students. These selections are also indicated in the Table of Contents for each section of the book.

## Demonstrating Phrasing on the Transparencies

Fluent readers divide text into meaningful "chunks," rather than reading word by word. For example, when a fluent reader reads the sentence "Slue-Foot Sue / was one of the greatest ladies / of the Texas frontier," he or she would automatically pause as indicated by the slash marks.

Demonstrate how to cluster words together by making slash marks (/) with a marking pen on a chosen transparency. Read the selection to the students, and then read chorally as a group. Practice several times, with and without the slash marks.

Starting below and continuing through page 6, you will find reductions of the transparency selections showing suggested markings for phrasing.

Page 14

Illustrations by Bruce Goldstone

**Little Bat**

Small and fury, /  
little bat, /  
By through the sky / all night, /  
  
Listen, listen, /  
little bat, /  
as when I go to flight, /  
  
Now swoop and dive, /  
little bat, /  
Back to our cave / nearly, /  
  
All snug and warm, /  
little bat, /  
I see hold the ceiling light, /  
  
Sleepy, sleepy, /  
little bat, /  
wrapped in your wings / all night.  
—A. H. Rumsey

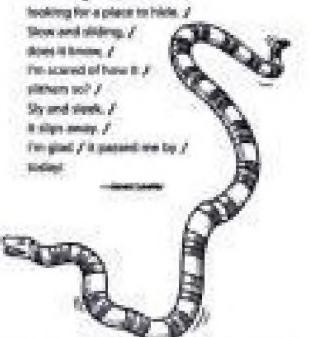


Page 15

Illustrations by Bruce Goldstone

**The Snake**

Slow and silent, /  
now my toes, /  
through the leaves, /  
I see it go, /  
Over sticks, /  
I watch it glide, /  
looking for a place to hide, /  
Slow and sliding, /  
down it comes, /  
I'm scared of how it, /  
slithers so! /  
Slow and sleek, /  
It slips away, /  
I'm glad it passed me by, /  
Yikes!



Page 18

Illustrations by Bruce Goldstone

**Owl**

Whooso was the owl, /  
Who flew last night? /  
Whooso was the owl, /  
With eyes so bright? /  
Whooso was the owl, /  
"Whooshing" in the night? /  
Whooso was the owl, /  
In silent flight? /  
Whooso was that soft, /  
With a hair like a concert? /  
—Audi Rumsey



A Young Farmer from Leeds

There was a young farmer from Leeds,  
Who swallowed */* six packets of seeds.  
It soon came to pass,  
He was covered with grass,  
And he couldn't sit down */* for the weeds!

—Illustration

**There Was a Young Lady Whose Bonnet**

There was a young lady */* whose bonnet  
Came unknit, */* when the birds set upon it,  
But she said, */* "I don't care,  
All the birds of the air */*  
Are welcome */* to sit on my bonnet!"

—Illustration

The illustration shows a round glass jar filled with honey. A wooden spoon is resting in the jar, with several small drops of honey hanging from its end. The word "HONEY" is written in large, bold, capital letters across the bottom of the jar.

An illustration of a cowboy wearing a hat and vest, riding a brown horse and swinging a lasso. A small dog is running alongside the horse. The background shows a simple landscape with some foliage.

Tiresless	Illustration by Barbara Frazee
<p>It runs all day, / but never walks; /      It often travels, / but never talks; /      It has a bed, / but never sleeps; /      It has a mouth, / but never eats.          (A riddle)</p>	
<b>What?</b>	
<p>Do you hear / about the wooden car /      with the wooden wheels / and      the wooden engine?          (A wooden car)</p>	
<b>Do Birds Sing?</b>	
<p>A snow-white bird /      Flies down / through the air, /      And on every tree, /      It sings there.</p>	

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**Bird Beauty**

Florence the Flamingo / flicked her head / from her feathery feathers. /

**Yum, Yum**

Cancer the crooky crocodile / craved crunchy cranberries. /

**Try Something New**

Quentin quickly quit eating sponatellies / when he went to Quatar. /

**Water Fun**

The tiny springer spaniel / splashed through the sprinklers. /

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1000 Days of Reading Fluency

10

**The Food Makes the Frog**

Some say / you eat what you eat, / For the poison that frogs / that may be toxic. / Poison dart frogs / get their name / from the toxins in their skin. / These poisons / can kill animals / who eat them. / Some poisons / can kill people / who touch them. / Being deadly / allows poison dart frogs / to do things differently / than other frogs. / They hop about during the day / because they don't have to hide / from other animals. / Their bright colors / warn other animals away. /

Poison Dart Frogs / live in the rainforests / of South America. / These frogs are small. / Some are as small / as a nickel. / Others reach two inches in length. / They have bright colors / and lively patterns. / They have colorful names / like "strawberry frog" / and "pink leopard." /

Poison Dart Frogs / make great parents. / After the male / fertilizes the female's eggs, / the frog parents sit around. / When the tadpoles hatch, / they hitch a ride / on mom's or dad's back. / The parent / carries the tadpoles / for a week. / The tadpoles swim there / until they grow big enough to leave. /

Poison Dart Frogs / don't become deadly / until they are grown. / Because dart frogs / do not make poison / at all. / Scientists think / that something in the diet / makes them poisonous. / One of their favorite foods / is a kind of ant. / The ants contain poisonous chemicals / in their bodies. / When dart frogs eat the ants, / the poisons build up / in their skin. / If they become poisonous, / just like what they eat.

**Koala**

What koala is a mammal? / that lives in Australia. / It has thick fur / to keep it warm and dry. / Its body is brown fur / and its tail will have the mother's body. / In all of these ways, / a koala is like other mammals. / But a koala is a special kind of mammal; / called a marsupial. / It becomes marsupial / has a pouch / on her underside. / This / is where she carries her baby / as it grows.

When a koala baby is born, / it is blind / and has no hair. / The baby / is only about the size / of a lima-bean. / If this tiny baby / were cradled up / it would be mother's pocket. / If these / will eat, / sleep, / and grow. / Even after it is older / it comes out of the pouch, / it will sleep back in / when it is scared or sleepy. / The baby koala / sleeps on its mother's back / until it can take care of itself. /

A koala / eats the leaves / of eucalyptus (gum) trees. / It eats the tender shoots / that grow on the tips / of the branches. / A koala / has two sharp teeth in front / for tearing leaves / or snapping twigs. / It has flat teeth in back / for chewing the leaves. / A koala may go on the ground / to move to a new tree. /

A koala / does sometimes climb, / but the leaves / it eats / provide most of the water it needs. / The koala / is a nocturnal animal. / This means / it is more active at night / than during the day. / A koala / doesn't have a home or a nest. / It just hangs its body / into the fork of a tree. / It wraps its arms or legs / around a branch. / It closes its eyes, / and goes to sleep.



**The Three Sisters**

The oldest sister was tall, / I green, I golden, / Her name was Corn. Corn was graceful and strong, /

The middle sister I liked to run around, / Her big sister I Corn, her name was Bean, / As bean grew taller, / She could give Corn / a bigger hug, /

The youngest sister I was very scared, / We stayed at the feet of Corn and Bean, / To protect them from danger, / Her name was Tomato, /

When one of the sisters grew, / The other two wanted to grow, / They never wanted to be apart, / That is why they were always planted together, / In the same field, /

**The Dog Ate My Homework**

Kim woke up this morning, / So happy, / The sun was shining, / This was the Saturday, / She was meeting her friends, / To play ball at the park, /

After that, / They were going to McDonald's, / For lunch, Then Kim remembered, / She wasn't going anywhere, / "Oh, no, / I can't go," / groaned Kim, / She was so nervous, / It happened this way, /

Tuesday /

"Where is your homework, / Kim?" / asked Mr. Hobbs, / "My dog ate it yesterday," / said Kim, /

Wednesday /

"Where is your homework, / Kim?" / asked Mr. Hobbs, / "My baby brother / ripped it up last night," / said Kim, /

Thursday /

"Where is your homework, / Kim?" / asked Mr. Hobbs, / "My homework / went down the kitchen drain," / said Kim, /

Friday /

"Where is your homework, / Kim?" / asked Mr. Hobbs, / "I was too sick, / I needed my rest," / said Kim, /

That's when Mr. Hobbs / called Kim's mother / on the phone, / The next thing Kim knew, / Her mom was at school, / And Kim was in trouble, / She didn't even try / to explain to her mom, /

Now / Kim is keeping her homework hidden, / She is thinking about / what she could have been doing / this weekend.

**A Bell for the Cat**

The cat was causing / a terrible problem, / It was catching and eating all the mice, / What can we do? / What can we do? / cried the mice, /

One of the mice mice / called a meeting, / "We need to find a way / to save this problem," / said the mouse, / "How can we keep that hungry cat / from catching any more of us?" /

The mice talked and talked / and talked, / No one could think of a good way / to solve the problem, / At last, / A little mouse stood up, /

He said, / "I know what to do, / The cat can stand up on us / because it is so small, / We should put a bell / around the cat's neck, / Then, / we could hear / when it is coming / and run for cover," /

Hooray! / shouted the other mice, / "We've saved / We're saved, / We'll put a bell / on the cat!" /

As the mice cheered with joy, / A sly old mouse stood up, / The mouse said, / "A bell on the cat / is a good plan, / It would give us a chance / to escape that hungry cat, / But, / tell me, / just who will put it there?" /

The mice became very quiet, / Almost / each mouse left the room, / No one / wanted to tell the cat,

Using Poem 100-101 © Evan-Moor Corp.

**Two Goats on the Bridge**

Because two tall hills / lay a narrow bridge, / On each hill / lived a goat, / Some days, / the goat from the hill on the west / would cross the bridge, / It would eat the green grass / on the hill on the east, / Some days, / the goat from the hill on the east / would cross the bridge, / It would eat the green grass / on the hill on the west, / One day, / both goats began to cross the bridge, / at the same time,

The goats met, / In the middle of the bridge, / Neither wanted to give way, / "Move off," / shouted the goat from the west, / "I am crossing this bridge!"

"Move yourself," / shouted the goat from the east, / "I am crossing here!"

Neither goat would go back, / Neither goat could go forward, / They stood nose-to-nose, / For a long time, / Then, / they put down their heads, / and began to push, / They were both strong, / They pushed and shoved, / And they pushed and shoved, / They pushed each other off the bridge, /

Hot and angry, / They started from the road, / They shook themselves off, / They looked at each other / with aching eyes, / They stamped off / to their own hills, / Each moaned under his breath, / "We're so stubborn, / And we're the trouble we caused."

Using Poem 102-103 © Evan-Moor Corp.

**Red Riding Hood Rap**

Character	Reader 1	Reader 2
	Reader 1 Reader 2	Reader 3 Reader 4

**Reader 1:** Little Red Riding Hood / Was really cool, / She was the smartest, / Little girl in the school,

**Reader 2:** One day / Her Grammy / Asked a favor, / "Red," / she said, / "Your dear old Grammy / Is sick in bed, /

**Reader 3:** "Could you be so kind, / To deliver these goods? / Now Grammy needs some groceries, / Now, / it is that understand?"

**Reader 4:** "Walk through the forest, / With your red cape on, / Go straight to your Grammy's, / Now, / don't go running."

**Reader 1:** Well, / Red ran to Grammy's, / And say, / what a sight, / The entire cottage / Was almost on fire,

Using Poem 104-105 © Evan-Moor Corp.

**Reader 2:** Unknown to Red Hood, / While she was on her way, / The mean old wolf, / Was looking for prey, /

**Reader 3:** He had spied Red, / walking down the street, / He saw the basket, / He smelled something sweet, /

**Reader 4:** He figured, / there were goodies, / For the sick old Gram, / He figured out a way, / He hatched a plan, /

**Reader 5:** The wolf snuck to Gram, / And took her by surprise, / He tied her in the closet, / Then waited for the plan, /

**Reader 6:** Soon, / there came a knocking, / Red Hood was there, / Wolf started growling, / "Come into my lair," /

**Reader 7:** Little Red got nervous, / Grammy was in bed, / Little Red kept looking / At her Grammy's bed, /

**Reader 4:** "Granny," / exclaimed Red, / "More big bad ears appear," / The wolf in Grammy's basket said, / "The better to hear you with, / my dear!"

**Reader 1:** Little Red said, / "Granny, / How big your ears appear," / Again the wolf responded, / "The better to see you with, / my dear!"

**Reader 2:** "Granny, / dear Grammy, / How big your teeth appear," / "All the better, / Little Red," / To eat you with, / my dear!"

**Reader 3:** "Help, help!" / screamed Red, / "I don't know / what to do!" / A passing woodsmen heard her, / He raced to her rescue, /

**Reader 4:** The woodsmen chased the wolf, / And gave him a quick attack, / Went back to the cottage, / Got Red's Grammy back, /

**Reader 5:** Grammy thanked the woodsmen, / She hugged her grandchild Red, / She sent them on their way, / And she went back to bed,



Name \_\_\_\_\_

## Curious Benjamin

Benjamin Franklin was born in 1706. He was very curious and asked a lot of questions. Ben went to school for only two years, but never stopped learning. He liked to learn about science. He used what he learned to make many things.

One of the things Benjamin Franklin made was the lightning rod. You may have heard about a test he did. During a storm, Ben flew a kite with a metal wire sticking up from the top. He tied a metal key to the end of the string. Lightning hit the kite and traveled down the string to the key. When Ben touched the key, he got a shock. He learned that lightning is electricity! Next, Ben made a lightning rod and put it on his house. When lightning hit the rod, the electricity went down the rod to the ground. The rod kept the house safe.

Ben also made a new kind of reading glasses, called bifocals. The glasses helped people see things that were both near and far away.

Ben was a great scientist. Many of his inventions are still used today.

# **Assessing Oral Reading— the One-Minute Probe**

The one-minute probe is a very simple way to assess a student's oral reading fluency using norms established in an extensive study conducted by Jan Hasbrouck and Gerald Tindal in 2004.

On page 7 is a selection that may be used for a one-minute probe. There is a cumulative word count at the end of each line of text. You may also use other appropriate reading material that contains at least 162 words.

## **Preparation**

- Reproduce two copies of the chosen selection, one for the student and one for the evaluator.
- You will need a watch with a second hand.

## **How to Conduct the Probe**

1. Meet with the student individually.
2. Introduce the task to the student. Say, "Here is a reading selection about \_\_\_\_\_. I'd like you to read it to me at a speed that is right for you. Please read as accurately as you can. I will stop you after one minute."
3. Time the student for one minute as the student reads the selection aloud. If the student hesitates for 3 seconds, supply the word and tell the student to continue reading. On your copy, draw a line through any words that are supplied, omitted, or miscalled. At the end of a minute, make a slash mark after the last word the student read.
4. Count the number of miscalled words and subtract them from the total words read. This will give you the words correct per minute (WCPM).

## **Recording Assessments**

1. Find the grade level for the reading selection on the Oral Reading Fluency Data table on page 9.
2. In the correct "seasonal" column, locate the WCPM closest to the student's score.
3. Read across to the percentile column to get an approximate percentile norm for the student.
4. Chart the results on the Oral Reading Record Sheet on page 10. For an indication of growth in oral reading fluency, use this probe first in the fall (except for grade 1) and again in the winter and spring.

## 2005 Hasbrouck & Tindal Oral Reading Fluency Data

Grade	Percentile	Fall (WCPM)	Winter (WCPM)	Spring (WCPM)
1	90		81	111
	75		47	82
	50		23	53
	25		12	28
	10		6	15
2	90	106	125	142
	75	79	100	117
	50	51	72	89
	25	25	42	61
	10	11	18	31
3	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48
4	90	145	166	180
	75	119	139	152
	50	94	112	123
	25	68	87	98
	10	45	61	72
5	90	166	182	194
	75	139	156	168
	50	110	127	139
	25	85	99	109
	10	61	74	83
6	90	177	195	204
	75	153	167	177
	50	127	140	150
	25	98	111	122
	10	68	82	93
7	90	180	192	202
	75	156	165	177
	50	128	136	150
	25	102	109	123
	10	79	88	98
8	90	185	199	199
	75	161	173	177
	50	133	146	151
	25	106	115	124
	10	77	84	97

Adapted from Hasbrouck, J. E. & Tindal, G. (2006, April). Oral Reading Fluency Norms: A Valuable Assessment Tool for Reading Teachers. *The Reading Teacher*, 59(7). Copyright by the International Reading Association.

## **Oral Reading Record Sheet**

**Use this chart for recording the results of one-minute oral reading probes (see page 8).**

# Poems, Limericks, Rhymes, and Songs

**Page 12** The Fly

A Horse, a Flea, and Three  
Blind Mice  
What Is a Butterfly?

**Page 13** Summer Storm

**Page 14** Little Bat\*

**Page 15** The Snake\*

**Page 16** Hamster

**Page 17** Underground

**Page 18** Owl\*

**Page 19** Spider  
Walrus

**Page 20** The Backwards Bus

**Page 21** Harlan the Bully

**Page 22** The Ghost in the Bathroom

**Page 23** A Tutor

There Was an Old Man with  
a Beard

**Page 24** A Young Farmer from Leeds\*

There Was a Young Lady  
Whose Bonnet

**Page 25** Not Last Night but the Night  
Before

**Page 26** Toot! Toot!\*

I Eat My Peas with Honey  
The Burp

**Page 27** Miss Polly Had a Dolly

**Page 28** Poor Old Lady

**Page 30** Get Along, Little Dogies\*

\* Transparency provided

## The Fly

The fly made a visit to the grocery store.  
Didn't even knock—went right in the door.  
He took a bite of sugar and a bite of ham,  
Then he sat down to rest on the grocery man.

—Anonymous

## A Horse, a Flea, and Three Blind Mice

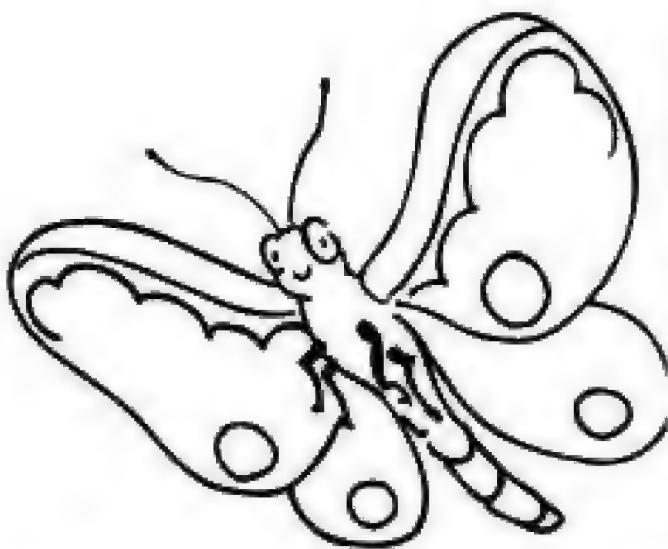
A horse, a flea, and three blind mice,  
Sat on a curbstone shooting dice.  
The horse, he slipped and fell on the flea.  
The flea said, "Whoops, there's a horse on me."  
The flea, he slipped and fell on the mice,  
And no one knows what became of the dice.

—Anonymous

## What Is a Butterfly?

What is a butterfly? At best  
He's but a caterpillar dressed.

—Anonymous



Name \_\_\_\_\_

## Summer Storm

The sun is shining.  
The sky is blue.  
Here come the clouds.  
The sky's a new hue.  
Drip, drizzle, splash, splash.

The wind starts blowing.  
The clouds get dark.  
Here come the rain drops,  
The thunder, a spark.  
Drip, drizzle, splash, splash.

Now see a rainbow  
Way up in the sky.  
The storm is all over.  
The clouds have moved by.  
Drip, drizzle, splash, splash.

—Linda Holliman



## Little Bat

Small and furry,  
little bat,  
fly through the sky at night.

Listen, listen,  
little bat,  
as echoes guide our flight.

Now swoop and dive,  
little bat,  
back to our cave nearby.

All snug and warm,  
little bat,  
toes hold the ceiling tight.

Sleepy, sleepy,  
little bat,  
wrapped in your wings 'til night.

—Jo Ellen Moore

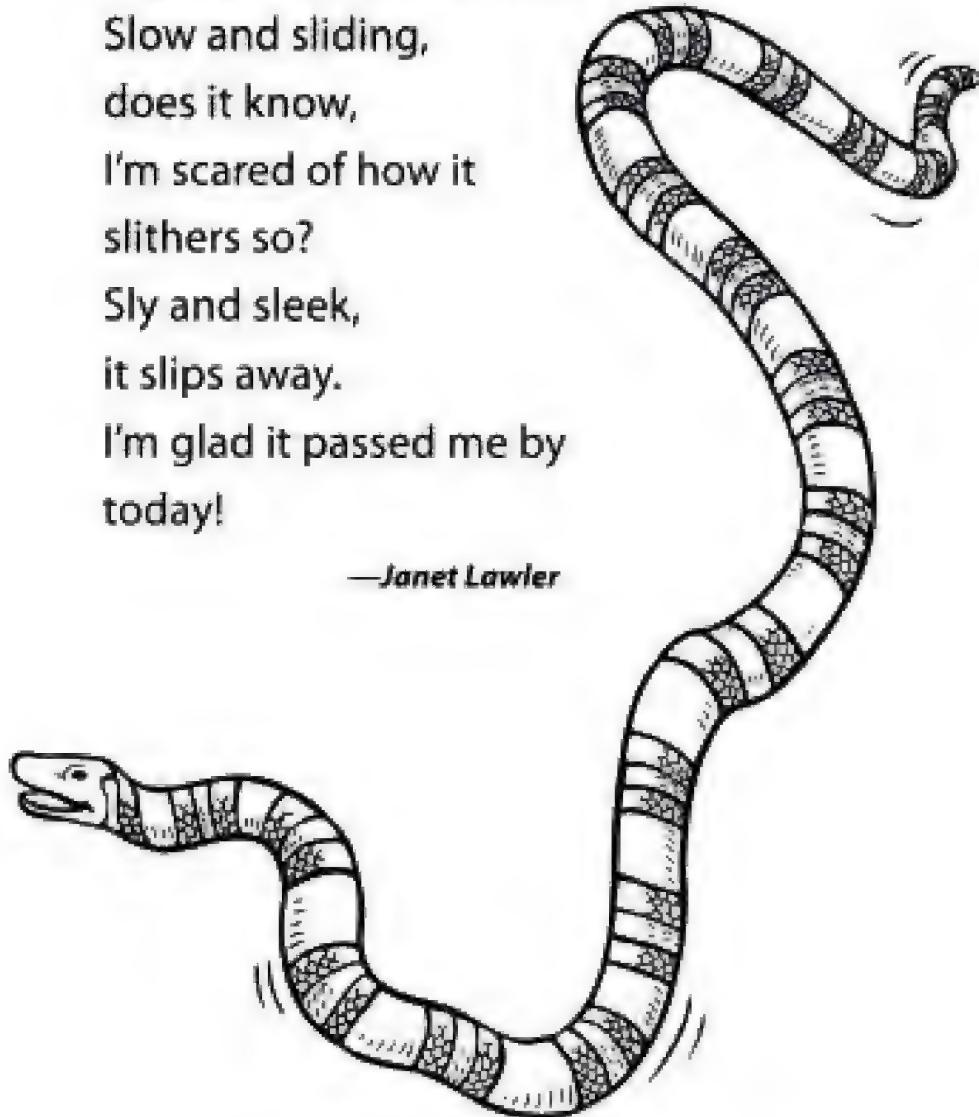


Name \_\_\_\_\_

## The Snake

Slick and silent,  
near my toe,  
through the leaves,  
I see it go.  
  
Over sticks  
I watch it glide,  
looking for a place to hide.  
  
Slow and sliding,  
does it know,  
I'm scared of how it  
slithers so?  
  
Sly and sleek,  
it slips away.  
  
I'm glad it passed me by  
today!

—Janet Lawler



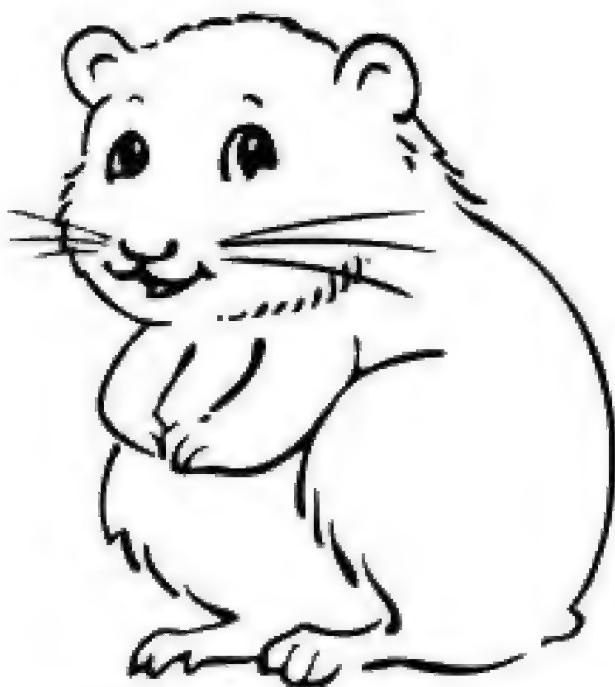
## Hamster

I know a little hamster,  
With a twitchy nose.  
He's covered with fur  
From his head to his toes.

I know a little hamster,  
Soft and brown.  
He plays in his cage,  
Running up and down.

I know a little hamster,  
Pouches stuffed with lunch.  
He'll save the seeds for later.  
Then he'll munch, munch, munch.

—Jo Ellen Moore



Name \_\_\_\_\_

## Underground

Wee brown mouse builds  
a furry nest.

Bumpy toad takes  
his winter's rest.

Gopher tunnels for  
roots for lunch.

Mole tunnels too,  
for bugs to munch.

Busy worms turn  
the soil around  
As ants scurry by  
without a sound.

These animals and  
others too,  
Live in the ground  
right under you.

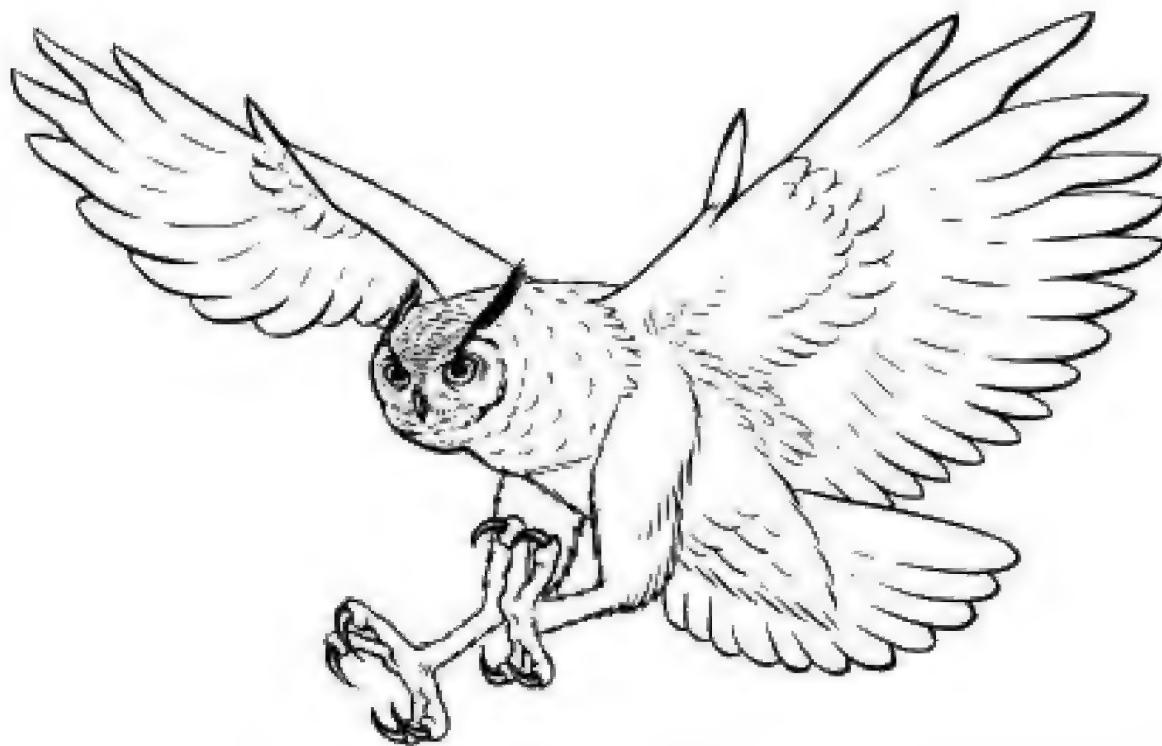
—Jo Ellen Moore



## Owl

Whoooo was the owl  
Who flew last night?  
Whoooo was the owl  
With eyes so bright?  
Whoooo was the owl  
"Whoooting" in the night?  
Whoooo was the owl  
In silent flight?  
Whoooo was that owl?  
Will I hear him tonight?

—Leslie Tryon



Name \_\_\_\_\_

## Spider

I saw a spider start to spin  
A spider web to go hunting in.

She used three pairs of spinnerets  
Creating beautiful sticky nets.

—Leslie Tryon

## Walrus

A bristly moustache across his face  
Great white tusks firmly in place  
Weighing a ton at the very least  
Walrus is a marvelous beast.

—Jo Ellen Moore



## The Backwards Bus

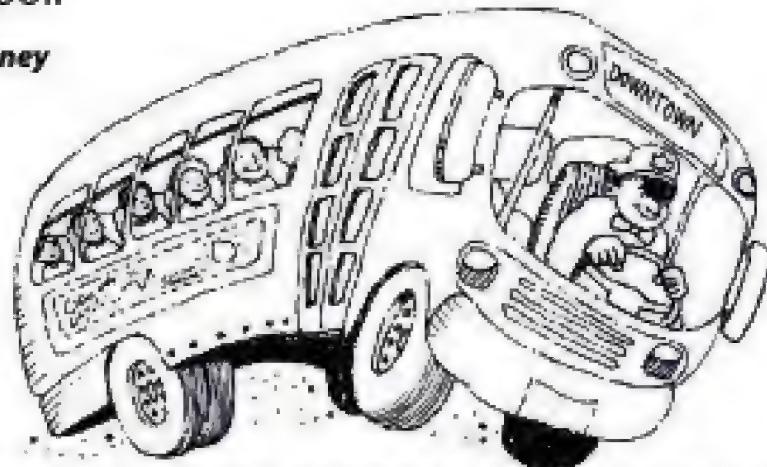
Miss Donna drives our school bus  
But today she called in sick.  
So we had to have a substitute;  
They sent a guy named Rick.

Well, I think that for Rick to drive a bus  
Today must be the first  
Cause he simply couldn't get the thing  
To shift out of reverse.

Now the bus looked pretty crazy  
When it pulled up to my stop.  
All the kids were facing backwards  
As the air brakes went pop-pop.

I climbed up beside the driver  
Thinking this was kind of cool  
And looked back out the front window  
Until we got to school.

—Martha Cheney



Name \_\_\_\_\_

## Harlan the Bully

The playground at school is a rough place to be  
For a child who's as little as little old me.  
Even the cutest of kids can be mean  
But the meanest by far is named Harlan McBean.

Now Harlan is skinny, but tall as a tree.  
He wears big square glasses so that he can see.  
He knocks people down and then laughs with mad glee.  
And his punch is much worse than a sting from a bee.

Well Harlan is scary and Harlan is bad  
But that brutish old bully must surely be sad.  
For when school is over and we all go home  
It's Harlan who sits on the bus all alone.

—Martha Cheney



Name \_\_\_\_\_

## The Ghost in the Bathroom

One day in the bathroom while at school  
Rebecca saw a ghostly ghoul.  
She was combing her hair and saw in the mirror  
A bluish figure drawing nearer.

She let out a scream and ran for the door  
As the wispy blue vapor slid over the floor.  
She twisted the knob with all of her might  
And burst out of the bathroom in headlong flight.

She found her friend Jen, said the bathroom was haunted.  
But Jen only scoffed. "Don't be foolish," she taunted.  
Rebecca responded, "Go look and you'll see!  
But when you get scared, don't come crying to me."

Into the girls' room Jen marched without fear.  
She called back to Rebecca, "There's nothing in here!"  
But those were her last words; she was not seen again.  
And nobody knows what happened to Jen.

—Martha Cheney



Name \_\_\_\_\_

## A Tutor

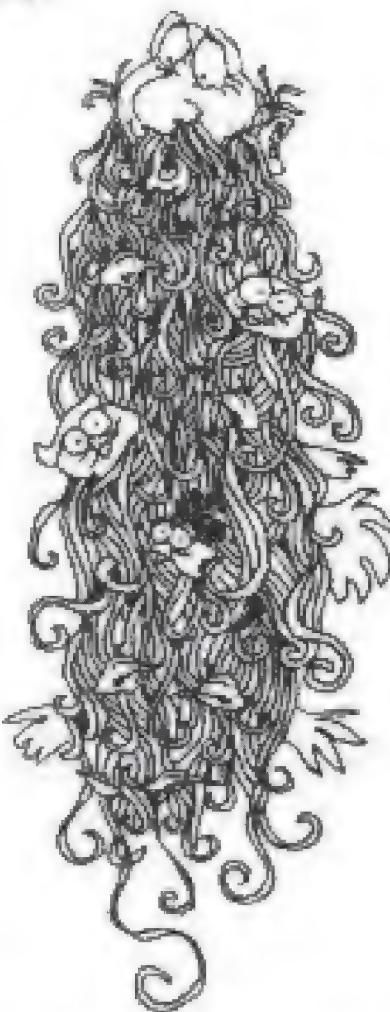
A tutor who taught on the flute  
Tried to teach two young tooters to toot.  
Said the two to the tutor,  
"Is it harder to toot, or  
To tutor two tooters to toot?"

—Anonymous

## There Was an Old Man with a Beard

There was an Old Man with a beard,  
Who said, "It is just as I feared!—  
Two Owls and a Hen,  
Four Larks and a Wren,  
Have all built their nests in my beard!"

—Edward Lear



## A Young Farmer from Leeds

There was a young farmer from Leeds  
Who swallowed six packets of seeds.

It soon came to pass  
He was covered with grass,  
And he couldn't sit down for the weeds.

—*Anonymous*

## There Was a Young Lady Whose Bonnet

There was a young lady whose bonnet  
Came untied when the birds sat upon it.

But she said, "I don't care!  
All the birds of the air  
Are welcome to sit on my bonnet!"

—*Edward Lear*



Name \_\_\_\_\_

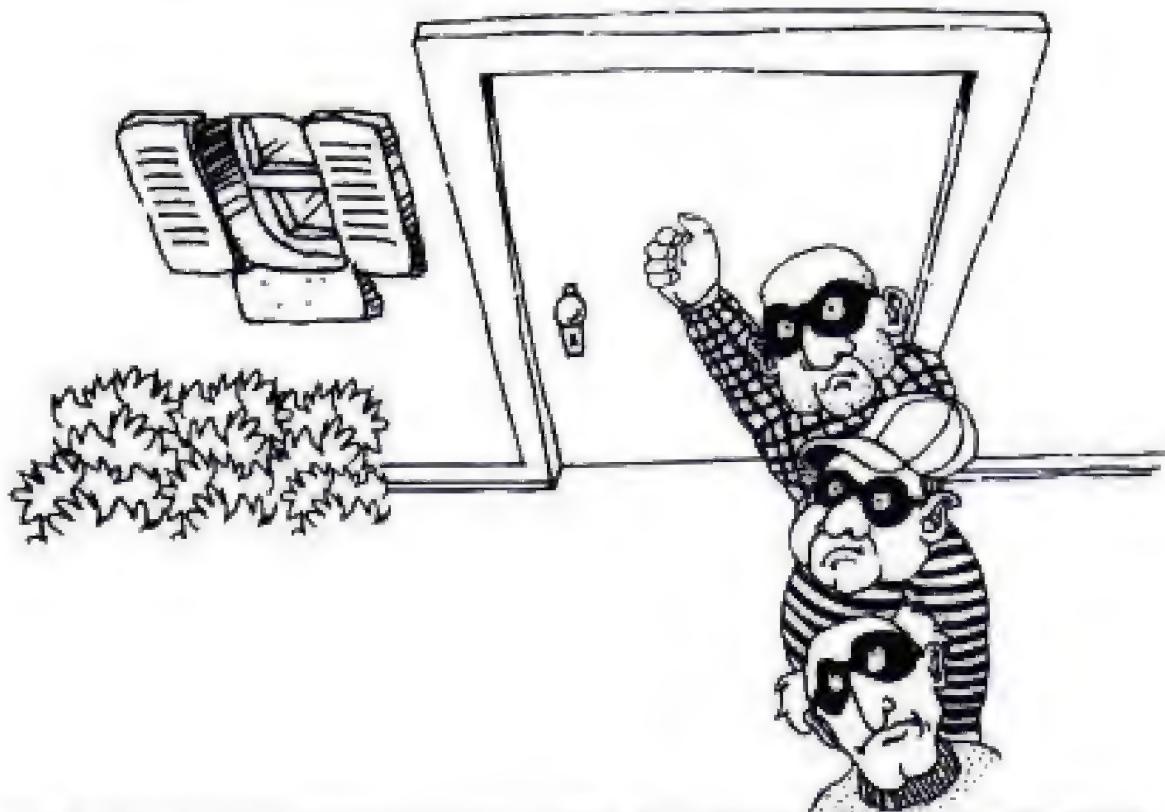
## Not Last Night but the Night Before

Not last night but the night before,  
Twenty-four robbers came knocking at my door.  
I asked them what they wanted,  
and this is what they said:

We want to see your sister do the splits, splits, splits.  
We want to see your brother do the twist, twist, twist.  
We want to see the baby turn around, round, round.  
And we want to see you touch the ground, ground, ground.

Now that it was over, it wasn't such a chore,  
The twenty-four robbers went running out the door.

—Anonymous



## Toot! Toot!

A peanut sat on a railroad track,  
His heart was all a-flutter;  
The five-fifteen came rushing by—  
Toot! Toot! Peanut butter!

—Anonymous

## I Eat My Peas with Honey

I eat my peas with honey;  
I've done it all my life.  
It makes the peas taste funny,  
But it keeps them on the knife.

—Anonymous

## The Burp

Pardon me for being so rude.  
It was not me, it was my food.  
It got so lonely down below,  
It just popped up to say hello.

—Anonymous



Name \_\_\_\_\_

## Miss Polly Had a Dolly

Miss Polly had a dolly who was sick, sick, sick,  
So she called for the doctor to be quick, quick, quick.

The doctor came with his bag and his hat,  
And he knocked at the door with a rat-a-tat-tat.

He looked at the dolly, and he shook his head,  
And he said, "Miss Polly, put her straight to bed."

He wrote out a paper for a pill, pill, pill,  
"That'll make her better, yes it will, will, will!"

—Anonymous





## Poor Old Lady

Poor old lady, she swallowed a fly.  
I don't know why she swallowed a fly.  
Poor old lady, I think she'll die.

Poor old lady, she swallowed a spider.  
It squirmed and wriggled and turned inside her.  
She swallowed the spider to catch the fly.  
I don't know why she swallowed a fly.  
Poor old lady, I think she'll die.

Poor old lady, she swallowed a bird.  
How absurd! She swallowed a bird.  
She swallowed the bird to catch the spider,  
She swallowed the spider to catch the fly,  
I don't know why she swallowed a fly.  
Poor old lady, I think she'll die.

Poor old lady, she swallowed a cat.  
Think of that! She swallowed a cat.  
She swallowed the cat to catch the bird.  
She swallowed the bird to catch the spider.  
She swallowed the spider to catch the fly,  
I don't know why she swallowed a fly.  
Poor old lady, I think she'll die.

Poor old lady, she swallowed a dog.  
She went the whole hog when she swallowed the dog.  
She swallowed the dog to catch the cat,  
She swallowed the cat to catch the bird,  
She swallowed the bird to catch the spider.  
She swallowed the spider to catch the fly,  
I don't know why she swallowed a fly.  
Poor old lady, I think she'll die.

Poor old lady, she swallowed a cow.  
I don't know how she swallowed the cow.  
She swallowed the cow to catch the dog,  
She swallowed the dog to catch the cat,  
She swallowed the cat to catch the bird,  
She swallowed the bird to catch the spider,  
She swallowed the spider to catch the fly,  
I don't know why she swallowed a fly.  
Poor old lady, I think she'll die.

Poor old lady, she swallowed a horse.  
She died, of course.

—Anonymous



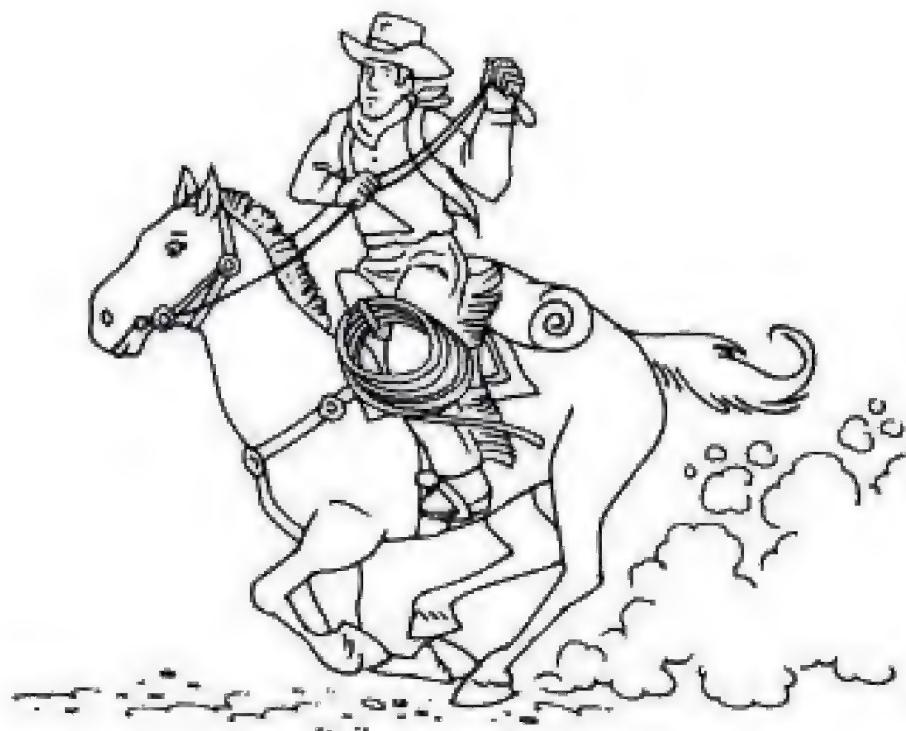
## Get Along, Little Dogies

As I was walking one morning for pleasure,  
I spied a cow puncher a' strolling along.  
His hat was thrown back and his spurs were a' jingling  
And as he approached he was singing this song.

Whoopee ti-yi-yo  
Get along little dogies.  
It's your misfortune and none of my own.

Whoopee ti-yi-yo  
Get along little dogies.  
You know that Wyoming will be your new home.

—Anonymous



Note: A dogie (DOE gee) is a stray or orphan calf.

# Riddles and Tongue Twisters

## Riddles

**Page 32** Is It the Feet?

A Mystery  
What Is It?

**Page 33** Tireless\*

What?  
Do Birds Float?

**Page 34** Sick Birdy

Tick, Tick  
Smart Fish  
Shark Play

**Page 35** Sharp Words

Flower Power  
Togetherness  
Dog Talk

**Page 36** Fashion Sense

Two Tonsils  
Mermaids  
Sore Throat?

**Page 37** No Tickling!

Someone Has to Do It  
Hungry Bird  
Who Knew?

## Tongue Twisters

**Page 38** Hold Your Nose

Time to Go  
Suddenly Slack  
What's the Call?

**Page 39** Bird Beauty\*

Yum, Yum  
Try Something New  
Water Fun

**Page 40** Ouch!

Bad Dog!  
Breakfast Time  
Girl Talk

\* Transparency provided

## Is It the Feet?

What's the difference between a dancer and a duck?

To solve this riddle

You will need a lot of luck.

*(A dancer goes quick on her legs, and  
a duck goes quack on her eggs.)*

## A Mystery

In the beginning

I seem mysterious,

But in the end

I am nothing serious.

*(A riddle)*

## What Is It?

What do you get if you cross  
a cocker spaniel with a poodle  
and a rooster?

*(A cockapoodledoo!)*



Name \_\_\_\_\_

**Tireless**

It runs all day, but never walks,  
It often murmurs, but never talks,  
It has a bed, but never sleeps,  
It has a mouth, but never eats.

(A river)

**What?**

Did you hear about the wooden car  
with the wooden wheels and  
the wooden engine?

(It wooden go!)

**Do Birds Float?**

A snow-white bird  
Floats down through the air,  
And on every tree,  
It lights there.

(Snow)



## Sick Birdy

What do you give to birds when they are ill?

(*A tweetment*)

## Tick, Tick

What goes tick, tick, woof, woof?

(*A watch dog*)

## Smart Fish

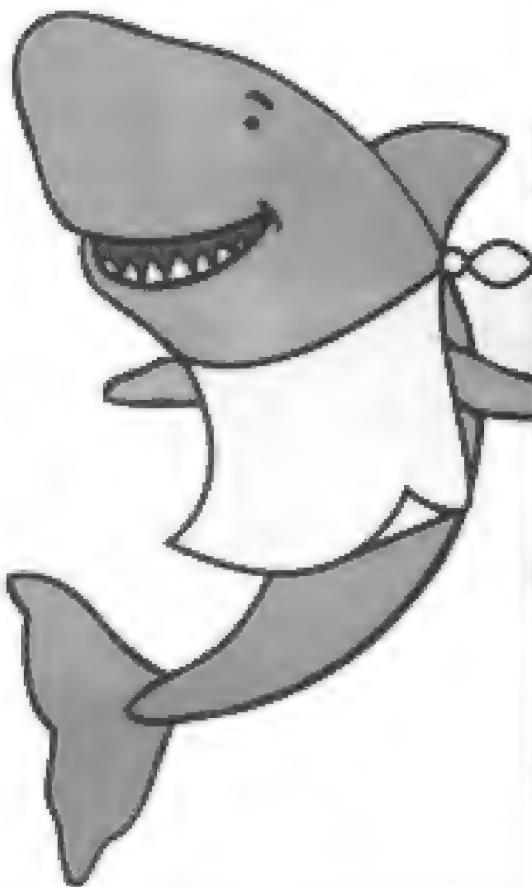
Why are fish so smart?

(*Because they live in schools*)

## Shark Play

What is a shark's favorite game?

(*Swallow the leader*)



Name \_\_\_\_\_

## Sharp Words

What did the pencil sharpener say to the pencil?

*(Stop going in circles and get to the point!)*

## Flower Power

What flower grows on your face?

*(Tulips)*

## Togetherness

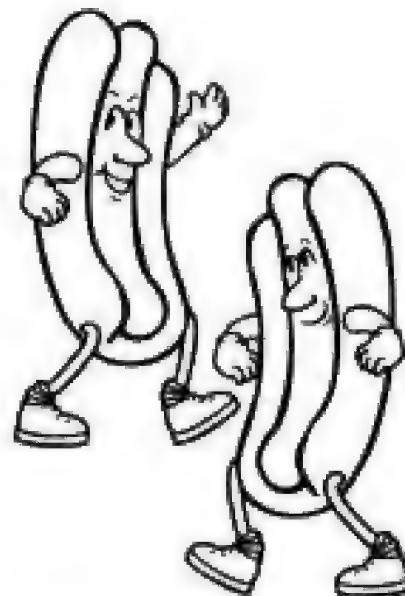
Why don't bats live alone?

*(They like to hang around with their friends!)*

## Dog Talk

What did the hot dog say to the other hot dog?

*(Hi, Frank!)*



## Fashion Sense

What dress can't you wear?

(*An address*)

## Two Tonsils

What did one tonsil say to the other?

(*"Get dressed. The doctor is taking us out tonight."*)

## Mermaids

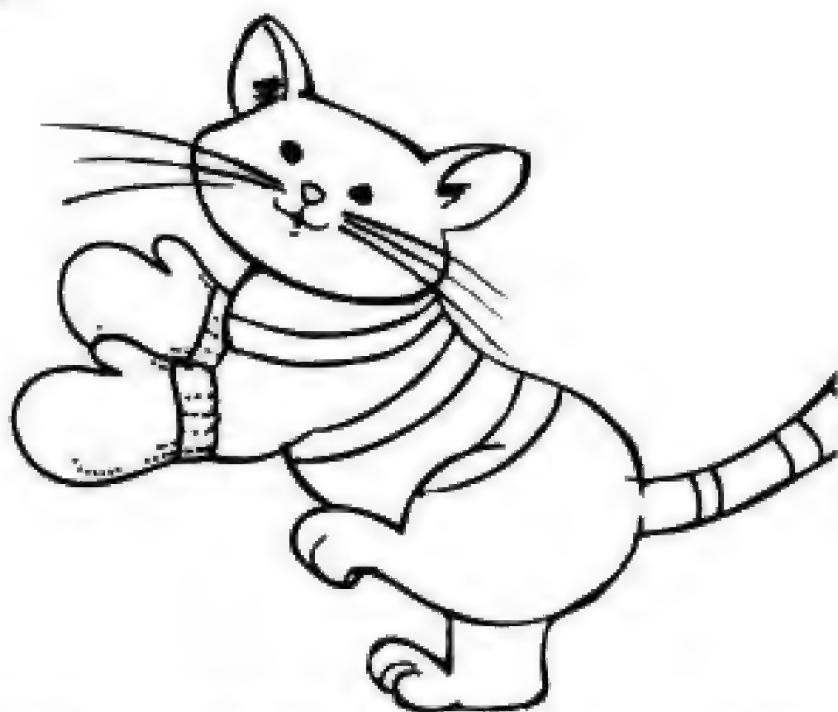
Where do mermaids go to see movies?

(*The dive-in!*)

## Sore Throat?

What happened to the cat who  
swallowed a ball of wool?

(*She had mittens!*)



Name \_\_\_\_\_

**No Tickling!**

What's in the middle of a jellyfish?

(A jelly button)

**Someone Has to Do It**

Who's the boss of the hankies?

(The hankie chief)

**Hungry Bird**

What bird can be heard at mealtimes?

(A swallow!)

**Who Knew?**

What's black and white and noisy?

(A zebra with a drum)



## Hold Your Nose

Shirley flung the shriveled shrimp into the shrubbery.

## Time to Go

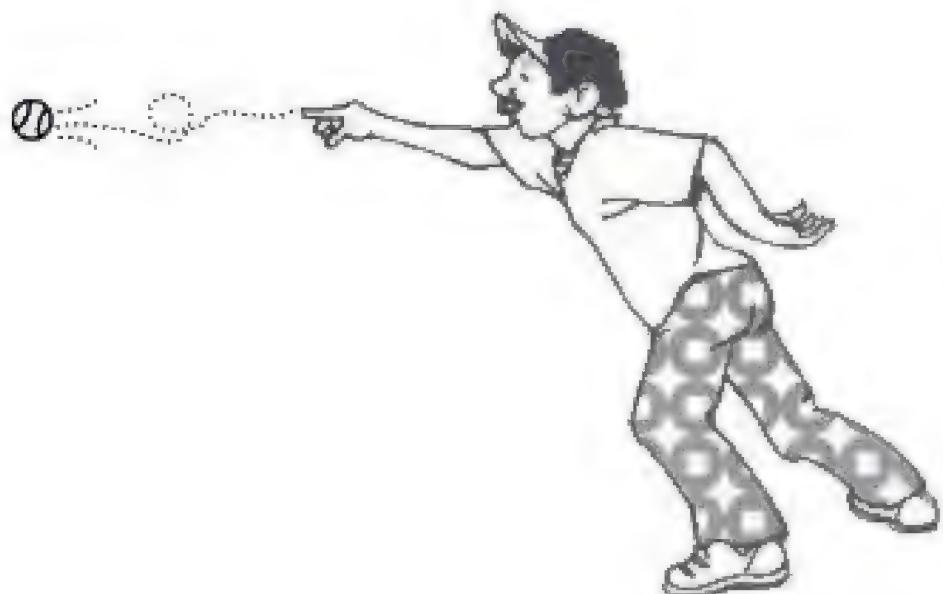
Thea's throat throbbed as she walked through the thrift shop.

## Suddenly Slack

Stewart stretched the strong string till it snapped.

## What's the Call?

The splashy pitcher pitched a splendid split-finger fastball that splattered at home plate.



Name \_\_\_\_\_

**Bird Beauty**

Florence the flamingo flicked flimsy fleas from her flashy feathers.

**Yum, Yum**

Carson the cranky crocodile craved crunchy cranberries.

**Try Something New**

Quentin quickly quit eating quesadillas when he went to Quebec.

**Water Fun**

The spry springer spaniel sprinted through the sprinklers.



Name \_\_\_\_\_

**Ouch!**

Roger wrecked his wrist when he wrapped the wrench around the wrong pipe.

**Bad Dog!**

Shiloh the sheep dog shredded shoes and socks on the shag rug.

**Breakfast Time**

Friendly Frank flipped five fine flapjacks for his friend Flavio.

**Girl Talk**

Phyllis phoned her fantastic friend Phoebe in Philadelphia.



# Nonfiction

**Page 42** The Cat in the Hat Man\*

**Page 43** Learn to Be a Bubbleologist

**Page 44** The Food Makes the Frog\*

**Page 45** Aerobic Exercise

**Page 46** Railroad Songs\*

**Page 47** Koala\*

**Page 48** Tornado

\* Transparency provided

## The Cat in the Hat Man

He wrote in the rain. He wrote on a train. He drew a hat. He drew a cat. Who was this man? He was Dr. Seuss, the man who wrote *The Cat in the Hat*.

Theodore Seuss Geisel was born on March 2, 1904—over one hundred years ago! His nickname was Little Ted. He loved to draw more than anything. He drew on his bedroom walls. He drew on his homework. He also loved to hear his mother tell rhymes. Ted lived near a zoo. Animals became his friends.

Ted became “Dr. Seuss” when he wrote books for children. He had no formal training in art. He wrote his first book for the fun of it. His books are full of the things Dr. Seuss has always loved—silly-looking animals, goofy rhymes, and made-up words. Grown-ups like Dr. Seuss books, too. The next time you eat green eggs and ham, think of Dr. Seuss!



Note: Geisel is pronounced GUY-sell.

Name \_\_\_\_\_

## Learn to Be a Bubbleologist

- Do you like blowing bubbles?
- Are you interested in finding out why bubbles pop?
- Do you want to meet scientists who study bubbles?
- Would you like to find out how long one bubble lasted?
- Are you in the third or fourth grade?

If you answered **Yes** to any of these questions, then we have the club for you!

### Bubble Blowers Club

The Bubble Blowers Club wants to teach students how to make all kinds of bubbles...soap bubbles, gum bubbles, soda bubbles, plastic bubbles, and bubbles you've never heard about! As members, you will learn how bubbles have been used to treat some sicknesses like the common flu. You'll also find out how bubbles help make bike helmets stronger.

Join our club and meet other bubble enthusiasts. It's lots of fun!

Sign up at the Children's Museum of Natural History on Thursday at 4:00 P.M. Bring a friend. It's free!

**Come pop bubbles with us!**

## The Food Makes the Frog

Some say you are what you eat. For the poison dart frog, that may be true. Poison dart frogs get their name from the toxins in their skin. These poisons can kill animals who eat them. Some poisons can kill people who touch them.

Being deadly allows poison dart frogs to do things differently than other frogs. They hop about during the day because they don't have to hide from other animals. Their bright colors warn other animals away.

Poison dart frogs live in the rainforests of South America. These frogs are small. Some are as small as a cricket. Others reach two inches in length! They have bright colors and lively patterns. They have colorful names like "strawberry frog" and "pink leopard."

Poison dart frogs make great parents. After the male fertilizes the female's eggs, the frog parents stick around. When the tadpoles hatch, they hitch a ride on mom's or dad's back. The parent carries the tadpoles to a pool. The tadpoles swim there until they grow big enough to leave.

Poison dart frogs don't become deadly until they are grown. Captive dart frogs do not make poisons at all. Scientists think that something in the rainforest makes them poisonous. One of their favorite foods is a kind of ant. The ants contain poisonous chemicals in their bodies. When dart frogs eat the ants, the poisons build up in their skin. They become poisonous, just like what they eat.



Name \_\_\_\_\_

## Aerobic Exercise

Exercise is something you have to do. It should be fun and painless. There are many ways to exercise. You can exercise with others. Play basketball, have races, or play hopscotch. You can exercise alone. Bike, rollerblade, or walk. You can exercise inside or outside.

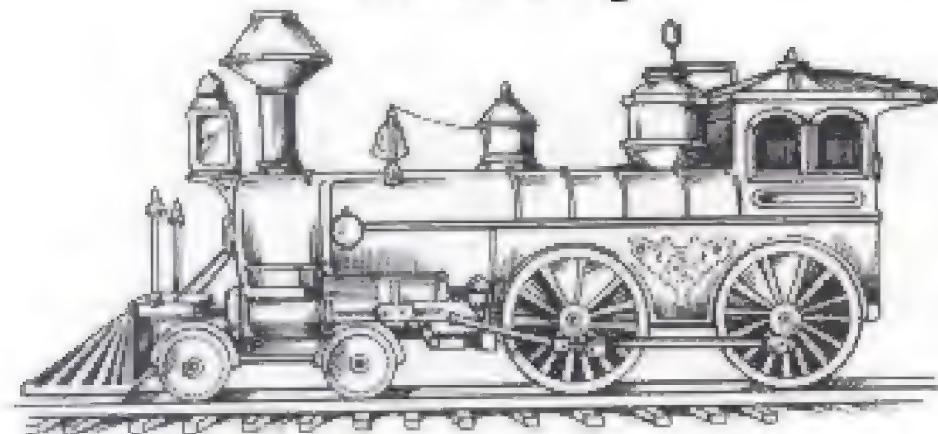
Have you ever heard the word **aerobic**? Aerobic means "needing oxygen." Your muscles need oxygen. Aerobic exercise makes your muscles use oxygen. Running, jumping rope, and playing soccer are good aerobic exercises. When you do an aerobic exercise, you bring oxygen to your muscles. They use the oxygen and get stronger. They may even get bigger!

When you do aerobic exercise, your muscles get stronger. Did you know that your heart is the strongest muscle in your body? When you exercise, your heart beats faster and uses more oxygen.

Aerobic exercise makes you feel better, too! When you exercise, you forget about your troubles and feel happy. You're proud that your body is getting stronger. So get some aerobic exercise today!



## Railroad Songs



The railroads in America were built long ago. The railroad tracks had to be built across the whole country. Men worked hard to make the new tracks. They were told to do it fast.

The men sang songs to help the work go faster. Men used a special tool to pound the nails into the tracks. The tool was called a **spike maul**. The spike maul was very heavy. The men pounded away. They sang railroad songs. The songs helped them forget about how tired they were.

Here is one railroad song the men sang.

*I've been working on the railroad  
All the livelong day.*

*I've been working on the railroad  
Just to pass the time away.*

*Can't you hear the whistle blowing?  
Rise up so early in the morn!  
Can't you hear the captain shouting:  
"Dinah, blow your horn"?*

Don't you think this song would help the men want to work faster? People still sing railroad songs today.

Name \_\_\_\_\_

## Koala

The koala is a mammal that lives in Australia. It has thick fur to keep it warm and dry. Its baby is born live and is fed milk from the mother's body. In all of these ways, a koala is like other mammals. But a koala is a special kind of mammal called a **marsupial**. A female marsupial has a pouch on her underside. This is where she carries her baby as it grows.

When a koala baby is born, it is blind and has no hair. The baby is only about the size of a lima bean. This tiny baby must crawl up into its mother's pouch. There it will eat, sleep, and grow. Even after it is able to come out of the pouch, it will hop back in when it is scared or sleepy. The baby koala rides on its mother's back until it can take care of itself.

A koala eats the leaves of eucalyptus (gum) trees. It eats the tender shoots that grow on the tips of the branches. A koala has two sharp teeth in front for tearing leaves or stripping bark. It has flat teeth in back for chewing the leaves. A koala may go on the ground to move to a new tree.

A koala does sometimes drink, but the leaves it eats provide most of the water it needs. The koala is a nocturnal animal. This means it is more active at night than during the day. A koala doesn't have a home or a nest. It just wedges its body into the fork of a tree. It wraps its arms or legs around a branch, closes its eyes, and goes to sleep.



Name \_\_\_\_\_

## Tornado

**Twister, cyclone, and tornado** are all names for the same kind of storm. Whatever name you use, it is powerful, frightening, and can cause much damage.

Some of the clouds in the storm grow large and form a funnel shape. The funnel is very thick and usually black. It is formed when cold air rushes up under warm air. The warm air is lighter. It rises quickly and spins around. As the tornado twists, storm winds push it across the land. The small end of the funnel touches down on the Earth at times.

The center of the tornado causes a lot of damage. The air pressure in the funnel is much lower than the outside pressure. This makes the tornado act like a giant vacuum cleaner. It can pull trees up by their roots. It can rip the roofs off buildings and toss cars around. Buildings caught in the center of the funnel can explode. There may be lightning, thunder, and heavy rain also.

People who live where tornadoes happen must be prepared. They need a place to go during the storm. Many homes have storm cellars underground where the family stays until the tornado passes. Almost all tornadoes happen in the United States. They happen most often during spring and early summer.

Tornado watchers can give warnings about conditions that might produce a tornado, but the exact location and path cannot be forecasted.

# Fiction

**Page 50** Slue-Foot Sue

**Page 52** Daedalus and Icarus

**Page 54** The Three Sisters\*

**Page 55** The Dog Ate My Homework\*

**Page 57** It's Not Fair!

**Page 59** A Bell for the Cat\*

**Page 60** The Crow and the Pitcher

**Page 61** The Sun and the Wind

**Page 62** Two Goats on the Bridge\*

\* Transparency provided

## Slue-Foot Sue

Slue-Foot Sue was one of the great ladies of the Texas frontier. She was about as famous as her cowboy husband, Pecos Bill. Slue-Foot Sue met Bill when she was riding past his ranch. She was on the back of the world's largest catfish. It was love at first sight! Bill proposed marriage on the spot. Sue said that she would marry Bill on two conditions. First, she wanted a brand-new, store-bought wedding dress with a bustle. Second, she wanted to ride Bill's horse, Widow Maker, to the wedding.

Bill rode nonstop to Dallas that very afternoon. He picked up the prettiest wedding dress you ever did see. Meeting the second condition wasn't quite as easy. Bill knew Sue was a mighty good rider. But no one besides Bill had ever ridden Widow Maker.

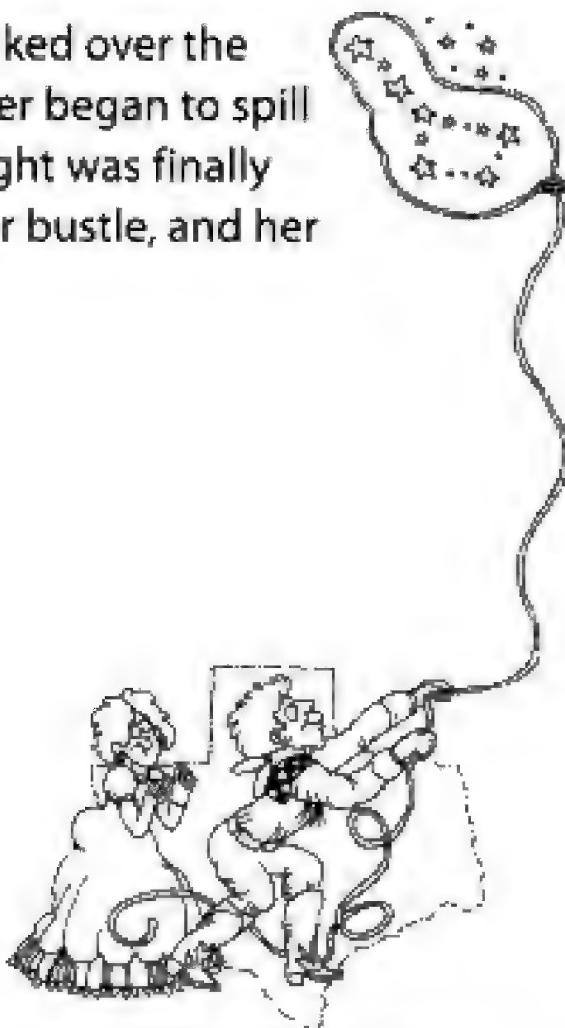
Sue dressed in the beautiful wedding gown. She mounted Widow Maker. Sue's bustle touched the horse's back. Widow Maker bucked. Sue was blasted clean out of the saddle and into space. She fell back to the ground. Her store-bought bustle was like a spring. She must have bounced off the ground twenty times before Bill was able to lasso her.

During this unplanned space trip, Sue found a solution to a really big problem. You see, Texas was in the middle of a humongous drought. The drought had lasted so long that children didn't even know what rain was. It was so dry that spit disappeared before it ever hit the ground. All the cattle walked around with their tongues hanging out. They made puny, dry, coughing noises.

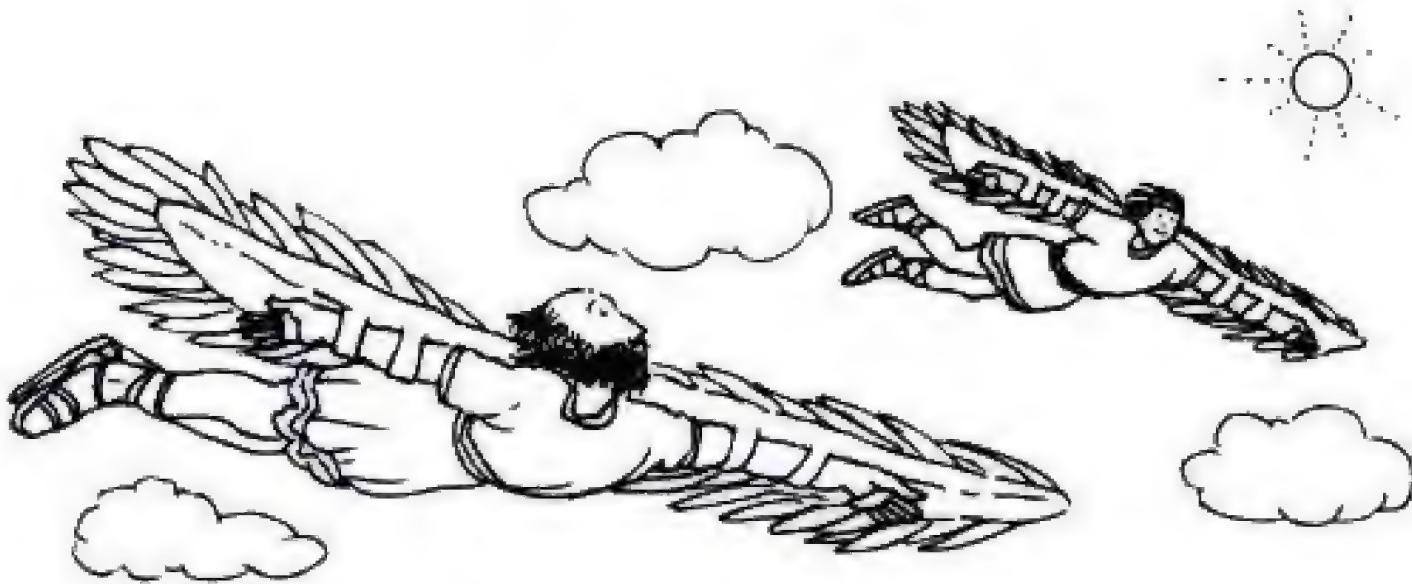
Sue told Bill to gather up lots of rope. She climbed with Bill to the highest mountain on their ranch. They set to work tying all the ropes together. They made the longest lasso anyone had ever seen.

Sue pointed to the Little Dipper. She told Pecos Bill to lasso the handle of the constellation. Bill began to spin the loop of his lasso larger and larger, faster and faster. Finally he let it go. It went streaking into the sky. Bill and Sue waited for hours. At last, the loop of the lasso found the handle of the Little Dipper. Bill and Sue pulled and tugged on the end of the lasso all through the night. Finally, the Dipper began to tip toward the Earth.

The first rays of the morning sun peeked over the horizon. The water from the Little Dipper began to spill toward the Earth. The great Texas drought was finally at an end—thanks to Slue-Foot Sue, her bustle, and her out-of-this-world ride.



## Daedalus and Icarus



Daedalus was an architect and an inventor. Minos was the king of the island of Crete. King Minos hired Daedalus to design his palace. Daedalus helped one of the king's enemies escape. King Minos became angry with Daedalus. The king locked Daedalus and his son Icarus in a tower and wouldn't let them leave Crete.

"There is no escape by land, and Minos controls the sea. But he does not control the air. That is how we will escape!" Daedalus told Icarus.

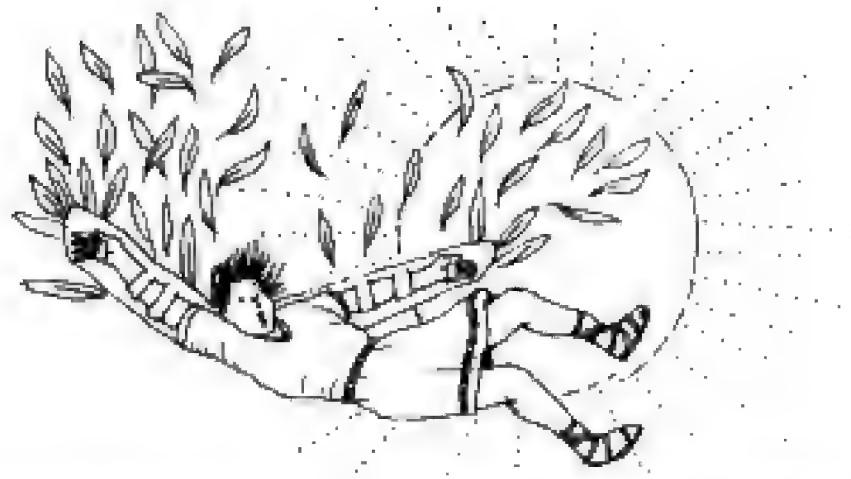
Icarus gathered feathers of the gulls that soared over the island. Daedalus designed a pair of wings. He made a wooden frame and attached the gull feathers with wax and string. He studied the flight of the island birds to learn how they moved their wings to rise in the sky. He watched to see how they hovered on the air currents.

When the wings were ready, Daedalus called Icarus to him. He said, "My son, what we are about to do is very dangerous. Listen carefully to what I say. Keep to the middle path between heaven and Earth. Do not go too near the sun, for its heat will melt the wax. Do not go too near the sea. The fog will wet the feathers, and the wings will become too heavy. Stay close to me, and no harm will come to you."

At first, Icarus followed his father as he had been told. But soon, he couldn't resist the temptation to fly higher. Ignoring his father's cry of warning, Icarus flew higher and higher.

When he felt the warm wax running over his shoulders, Icarus realized his mistake. He tried to flutter his wings, but no feathers were left. Icarus fell from the sky, plunged into the sea, and drowned.

Daedalus hurried to save the boy, but he was too late. He plucked up Icarus from the sea and flew to land. After Daedalus buried Icarus, he flew to the island of Sicily. There he remained for the rest of his life.



## The Three Sisters

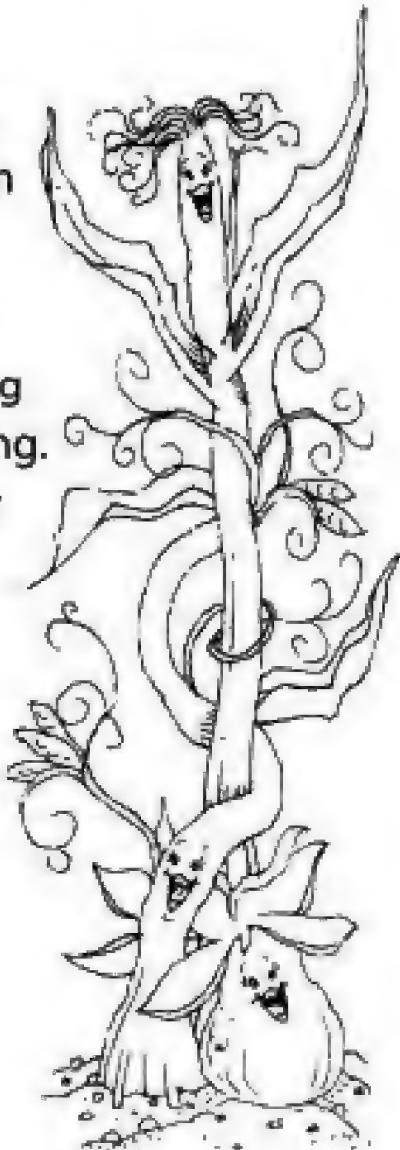
The oldest sister stood tall, green, and golden. Her name was Corn. Corn was graceful and strong.

The middle sister liked to twine around her big sister Corn. Her name was Bean. As Bean grew taller, she could give Corn a bigger hug.

The youngest sister was very brave. She stayed at the feet of Corn and Bean to protect them from danger. Her name was Squash.

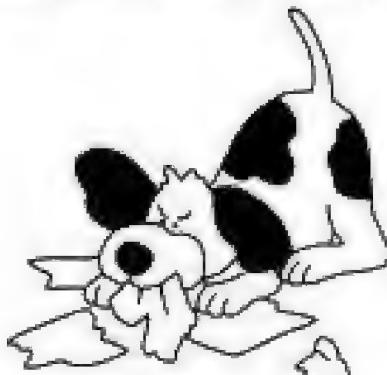
Where one of the sisters grew, the other two wanted to grow. They never wanted to be apart. That is why they were always planted together in the same field.

On summer nights, when stars shined in the moonlit sky, the three sisters changed into young girls. Dressed in green, they would dance and sing. They praised their Mother Earth and their Father Sun. They gave thanks that they were together.



Name \_\_\_\_\_

## The Dog Ate My Homework



Kim woke up this morning so happy. The sun was shining. This was the Saturday she was meeting her friends to play ball at the park.

After that, they were going to Jiffy Burger for lunch. Then Kim remembered—she wasn't going anywhere. "Oh, no! I can't go," groaned Kim. She was on restriction. It happened this way...

### Tuesday

"Where is your homework, Kim?" asked Mr. Hobbs.

"My dog ate it yesterday," said Kim.

### Wednesday

"Where is your homework, Kim?" asked Mr. Hobbs.

"My baby brother ripped it up last night," said Kim.

### Thursday

"Where is your homework, Kim?" asked Mr. Hobbs.

"My homework went down the kitchen drain," said Kim.

### Friday

"Where is your homework, Kim?" asked Mr. Hobbs.

"I was much too sick. I needed my rest," said Kim.

That's when Mr. Hobbs called Kim's mother on the phone. The next thing Kim knew, her mom was at school and Kim was in trouble. She didn't even try to explain to her mom.

Now Kim is finishing her homework lessons. She is thinking about what she could have been doing this weekend.



Name \_\_\_\_\_

## It's Not Fair!



Being the middle kid stinks! I'm always too young or too old. Mom and Dad don't listen when I say it's not fair. So I'm making a list to show them just how bad it is being in the middle. This is my list of complaints about my big sister.

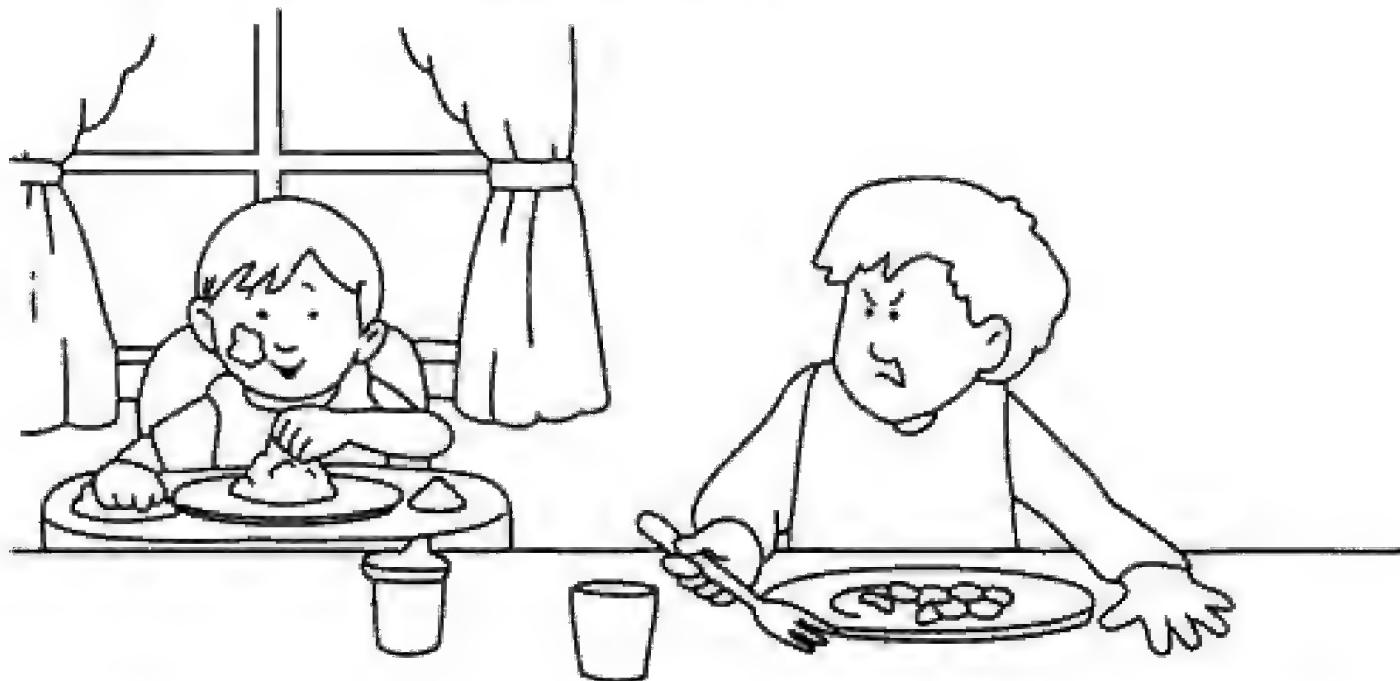
1. She stays up late watching television.
2. She goes to her friends' homes on school nights.
3. She gets to go places like the mall without an adult.
4. She gets a really big allowance.
5. She gets to shop for her own clothes without Mom or Dad going along.
6. She has her own computer in her room.

When I ask to do these things, my parents just say, "You're too young to do that yet."

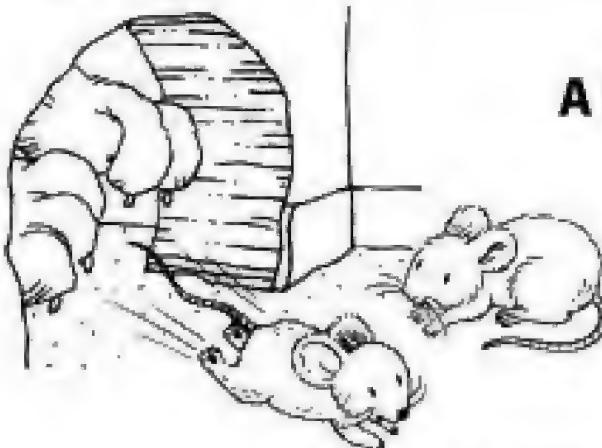
Then there's my little brother.

1. He gets to sleep as late as he wants every morning.
2. He gets good foods like mashed potatoes, while I have to eat lima beans.
3. Someone reads to him before his nap and before he goes to sleep at night.
4. He has some really great toys I never get to use.
5. We always have a baby-sitter he likes when Mom and Dad go out.
6. He makes a big mess, and no one complains or makes him clean it up. When I want to do those things, my parents just say, "You're too old to do that anymore."

Being the middle kid stinks! It's not fair!



Name \_\_\_\_\_



## A Bell for the Cat

The cat was causing a terrible problem. It was catching and eating all of the mice! "What can we do? What can we do?" cried the mice.

One of the older mice called a meeting. "We need to find a way to solve this problem," said the mouse. "How can we keep that hungry cat from catching any more of us?"

The mice talked and talked and talked. No one could think of a good way to solve the problem. At last, a little mouse stood up.

He said, "I know what to do. The cat can sneak up on us because it is so quiet. We should put a bell around the cat's neck. Then we could hear when it is coming and run for cover."

"Hooray!" shouted the other mice. "We're saved! We're saved! We'll put a bell on the cat!"

As the mice shouted with joy, a quiet old mouse stood up. The old mouse said, "I think a bell on the cat is a good plan. It would give us a chance to escape that hungry cat. But, tell me, just who will put it there?"

The room became very quiet. Slowly each mouse left the room. No one wanted to bell the cat.

Name \_\_\_\_\_

## The Crow and the Pitcher



It was a hot summer day, and Crow was very thirsty. "I must find some water soon, or I will die." She flew from place to place but saw no water. It had not rained in a long time, and the land was very dry. There was no water in the creek bed. There was no water in the pond. There was not even any water in the horse's trough.

"Where am I going to find something to drink?" moaned Crow. As she flew over a town, she noticed a large pitcher sitting on a table under a tree. "I wonder if there is water in that pitcher?" she thought.

Crow swooped down and landed on the table. She peered into the pitcher. Yes, there was water in it. "Oh, no!" she cawed. "There is only a little bit of water at the bottom!"

The thirsty bird tried to reach the water, but the neck of the pitcher was too small. She tried to tip the pitcher on its side so she could drink water as it spilled out. But it was too heavy. She was just wasting her time.

"I must think of a way to get to that water!" she cawed. Crow thought and thought. As she thought, she looked around. She noticed a pile of pebbles in the garden. This gave her an idea. One by one she picked up the pebbles and dropped them into the pitcher. Slowly the water rose to the pitcher's brim. Now Crow was able to drink until her thirst was gone.

Name \_\_\_\_\_

## The Sun and the Wind



The sun and the wind were having an argument. Each claimed to be the strongest. "We should have a contest to see who is stronger," said the sun.

Just then, they saw a traveler strolling down a dusty country road. "I know what we can do," said the wind. "Let's see which of us can make the traveler take off his coat."

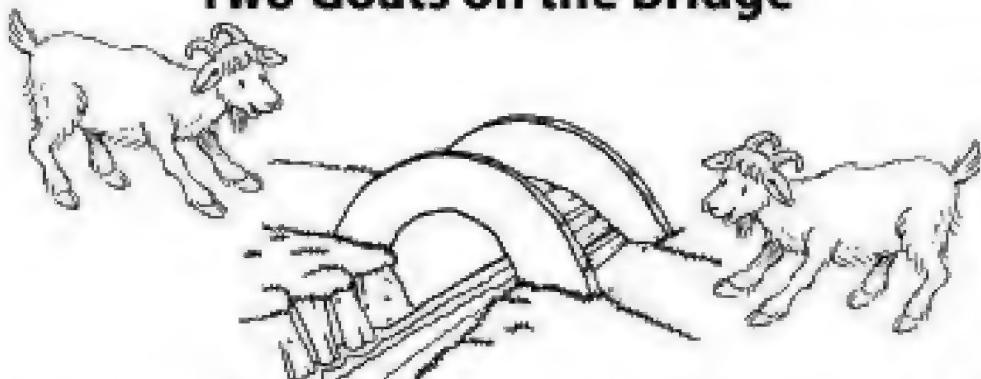
They agreed to take turns, and the winner would be declared the strongest.

The wind went first, blowing as hard as it could. The traveler buttoned his coat and turned up the collar around his neck. Harder and harder blew the wind, trying to blow off the traveler's coat. But the harder he blew, the tighter the traveler held on to his coat. After half an hour, the wind had to give up.

Now it was the sun's turn. The sun beamed down upon the traveler. Soon the traveler unbuttoned his coat and turned down his collar. Then the sun began to shine even brighter. The man soon found it too hot to walk. He stopped and pulled off his coat. The traveler sat down on a large boulder under a shade tree to cool off.

In only a few minutes, the sun had won the contest.

## Two Goats on the Bridge



Between two tall hills lay a narrow bridge. On each hill lived a goat. Some days, the goat from the hill on the west would cross the bridge. It would eat the green grass on the hill on the east. Some days, the goat from the hill on the east would cross the bridge. It would eat the green grass on the hill on the west. One day, both goats began to cross the bridge at the same time.

The goats met in the middle of the bridge. Neither wanted to give way. "Move off!" shouted the goat from the west. "I am crossing this bridge."

"Move yourself!" snorted the goat from the east. "I am crossing here."

Neither goat would go back. Neither goat could go forward. They stood nose-to-nose for a long time. Then they put down their heads and began to push. They were both strong. They pushed and shoved. And they pushed and shoved. They pushed each other off the bridge.

Wet and angry, they climbed from the river. They shook themselves off. They looked at each other with accusing eyes. They stomped off to their own hills. Each muttered under his breath, "He is so stubborn. Just see the trouble he caused."

# Readers' Theater

**Page 64** Introduction to Readers' Theater

**Page 65** Davy and His Amazing Talking Dog

*A script with 12 parts*

**Page 71** Cleaning Up Is Hard to Do

*A script with 9 parts and a chorus*

**Page 75** Red Riding Hood Rap\*

*A script with 4 parts*

**Page 78** The Pancake

*A script with 13 parts*

\* Transparency provided

# Readers' Theater

## WHAT IS READERS' THEATER?

Readers' Theater is a minimalist way to perform plays. No costumes, props, or scenery are required. Students stand in front of an audience, scripts held in their hands or set on music stands. Very little movement is necessary. Readers' Theater provides the value of performing plays without the logistical considerations.

## WHY PERFORM READERS' THEATER?

Readers' Theater yields positive growth in reading skills. Classroom research indicates that students strengthen word recognition, fluency, and comprehension by practicing and performing Readers' Theater selections. In addition, students love to perform, and this enthusiasm carries over to many other aspects of the school day.

## HOW DO I START?

### Monday

- The teacher introduces or reviews the basics of Readers' Theater.
- Using the transparency copy on the overhead, the teacher reads the play through once, modeling how to read each part.
- The teacher assigns parts, or students volunteer for parts. At first, the teacher should assign parts. As the students gain experience with Readers' Theater procedures and become more fluent readers, they can volunteer or assign parts themselves.

### Tuesday through Thursday

- The teacher creates various practice opportunities—individual, group, and home sessions.

### Friday

- Select the performance time. Make it a special event, such as a festival on a Friday afternoon.
- Invite an audience. Classmates, another class, parents, or the principal and office staff make good audiences.
- Consider performing for an off-site audience within walking distance.

Name \_\_\_\_\_



## Davy and His Amazing Talking Dog

### Characters

<b>Narrator 1</b>	<b>Rupert</b>	<b>Toby</b>
<b>Narrator 2</b>	<b>Davey</b>	<b>Woman</b>
<b>Narrator 3</b>	<b>Sue</b>	<b>Man</b>
<b>Allen</b>	<b>Mrs. Hetherton</b>	<b>Crowd</b>

**Narrator 1:** Long ago in London, England, there lived a young boy named Davy.

**Narrator 2:** Sadly, Davy did not have any father or mother. He did not have any family at all.

**Narrator 3:** Davy lived in an orphanage with many other children. The orphanage was run by a cranky old woman. Her name was Mrs. Hetherton.

**Narrator 1:** Mrs. Hetherton made the children work very hard for their keep.

**Narrator 2:** One morning, Davy got up early and set to work on his chores.

**Narrator 3:** But this morning, something was different. Davy attacked his work with a determination that few of the children had ever seen.

**Allen:** Why are you working so fast?

**Rupert:** Yes, Davy, what on Earth are you doing?

**Davy:** Can you keep a secret?

**Sue:** Of course, we can. What is it?

**Davy:** I found a stray dog in the park yesterday! I can't wait to go out and play with him again. But I have to get all these dreadful chores done first.

**Rupert:** I see! That is fantastic! May we come with you?

**Davy:** Yes, you can come with me. If you hurry and get your work done by the time I am done with mine!

**Mrs. Hetherton:** What are you children talking about over there?  
You're wasting time! Now get back to work.

**Sue:** Yes, Mrs. Hetherton.

**Narrator 1:** Davy and his friends finished their chores before noon.

**Narrator 2:** They sat down with the rest of the children for a lunch of dry bread and potted meat.

**Narrator 3:** Davy ate the bread but slipped the meat into his pocket. He knew that his new canine friend might be hungry. Then, the children hurried out to find the dog.

**Davy:** Come on, dog! Where are you? Here, boy! Here, boy!

**Narrator 1:** At once, the dog came running up. Davy gave the poor shivering animal the potted meat. The food raised the dog's spirits considerably.

**Rupert:** What's the dog's name, Davy?

**Davy:** I don't know. I haven't come up with a name for him yet. What do you think we should call him?

**Allen:** I say we call him Mrs. Hetherton.

**Rupert:** Oh please, Allen. That would be an insult to the dog. We've got to come up with a name that suits his personality.

**Allen:** Well, do you have any ideas then? Hold on! I've got it. Let's call him Toby. It's a good name, isn't it?

**Sue:** I'm in favor!

**Davy:** All right then, his name is Toby. Do you like that, fella? Toby—it's a good name, I think.

**Narrator 2:** After this, the boys set about training the dog. Before long, they discovered that he had a remarkable talent.

**Sue:** All right, Toby. Sit!

**Toby:** Woof!

**Rupert:** Heel, Toby, heel!

**Toby:** Woof!

**Allen:** What's wrong with this dog? Doesn't he know how to obey orders?

**Rupert:** My, my! Now you're beginning to sound like Mrs. Hetherton!

**Davy:** Hold it! Do you fellas realize that this dog can talk?

**Sue:** What are you talking about? The dog does nothing but bark.

**Davy:** Exactly! Hey Toby, what's on the outside of a tree?

**Toby:** Bark!

**Davy:** You see. He said "Bark!"

**Narrator 3:** With this, all of the children went to work trying to find an audience for their talking dog.

**Narrator 1:** Rupert laid his big top hat down on the ground to collect tips. Before long, a small crowd gathered.

**Allen:** Hello, ladies and gentlemen! Behold! Before you is a talking dog.

**Crowd:** Oh, come on now, child! A talking dog you say?

**Rupert:** Yes, ladies and gentlemen, this dog can talk. As sure as I am talking to you right now.

**Crowd:** All right then, enough with these wild claims! If he can talk, let us see him talk!

**Davy:** Toby the talking dog, tell me! What is on the outside of a tree?

**Toby:** Bark!

**Davy:** You heard his answer ladies and gentlemen, "Bark!" Not only can he talk, but he can answer riddles, too.

**Crowd:** Wow! How amazing!

**Woman:** Can he say anything else?

**Davy:** Tell me, Toby. How is life for a stray dog in London?

**Toby:** Ruff!

**Davy:** Yes, I think you are right. It must be rather rough!

**Crowd:** Incredible! What a dog!

**Man:** May we ask the dog a question?

**Rupert:** Uh, er, no. You see, the dog only responds to Davy. In fact, that is the end of the show.

**Sue:** We hope you enjoyed our amazing dog! If you did, please leave us a penny or two for our trouble.

**Crowd:** Bravo! Well done, children!

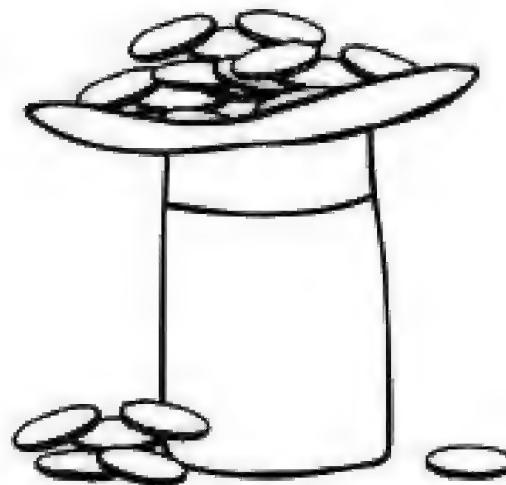
**Woman:** That is quite an incredible animal you've got there.

**Narrator 2:** As the crowd drifted away, the children looked in the hat. They were delighted to find it nearly filled with coins.

**Narrator 3:** With the money, they bought themselves new shoes. Then they went to the chip shop and bought fish and chips for themselves and Toby.

**Narrator 1:** In an instant, the decision was made. There would be no return to the dreadful orphanage or to Mrs. Hetherton.

**Narrator 2:** Instead, the children set out merrily to make their fortunes with Toby the talking dog trotting happily at their side.



Name \_\_\_\_\_



## Cleaning Up Is Hard to Do

### Characters

<b>Narrator 1</b>	<b>Johann</b>
<b>Narrator 2</b>	<b>Grizelda</b>
<b>Narrator 3</b>	<b>Granny</b>
<b>Papa</b>	<b>Uncle Otto</b>
<b>Mama</b>	<b>Chorus</b>

**Papa:** Children, Mama and I are going to Düsseldorf to shop.  
We want you to clean the house while we are away.

**Mama:** And do a good job! We'll bring you a large sack of  
peppermint for your troubles!

**Papa:** Johann, help your sister. We'll return before sundown.

**Chorus:** The children set to work with all the good cheer they  
could muster.

**Grizelda:** Let's start with the kitchen!

**Johann:** Yuck! Okay, you wash the dishes while I sweep the floor.

**Narrator 2:** Before long, the kitchen was as neat as a pin.

**Narrator 3:** Just then, the children heard a knock on the door.

**Granny:** Hello! Is anybody home?

**Grizelda:** Yes, Granny. Come in.

**Granny:** I brought you some sweets, but I cannot stay. I have been weeding my garden. I must go and finish.

**Narrator 1:** Grizelda's eyes fell on Granny's dirty gardening shoes and the muddy footprints that were tracked all over the kitchen floor!

**Narrator 2:** Granny said goodbye and let herself out the door. The children looked at each other and sighed.

**Grizelda:** Poor Granny! She means well.

**Johann:** I say, poor us! Look at all those muddy footprints! Now we have to mop the floor all over again.

**Chorus:** Once again, the children set to work with all the good cheer they could muster.

**Johann:** Let's get to work on the living room next.

**Grizelda:** OK, I'll beat the rugs. You dust the knick-knacks.

**Narrator 3:** At last, the living room was gleaming. Just then, the children heard a rustling sound on the roof.

**Grizelda:** Listen, Johann! Something is on the roof. Perhaps it is a squirrel. Go and chase it away.

**Narrator 1:** Johann went outside and looked up at the roof. But he did not see any squirrels. Instead, he saw his Uncle Otto.

**Johann:** What are you doing up there, Uncle Otto?

**Otto:** Hello, Johann. I'm sweeping the chimney for your father.

**Narrator 2:** Uncle Otto shoved his brush down the chimney. Johann rushed back into the house. A cloud of soot and ash was billowing out of the fireplace.

**Narrator 3:** The thick black powder settled slowly over the room.

**Grizelda and Johann:** Oh, no, what a mess!

**Grizelda:** Poor Uncle Otto. He means well.

**Johann:** Poor us! We have to clean this room all over again!

**Grizelda:** Well, no sense wasting any time. Let's get it done.

**Chorus:** Yet again, the children set to work with all the good cheer they could muster.

**Narrator 1:** They cleaned up the soot and made the beds and scoured the bathtub.

**Narrator 2:** At last, they were finished.

**Grizelda:** We're done, Johann! And we've done a fine job of it, too!

**Johann:** Just in time. I see Mama and Papa walking up the lane from the village!

**Narrator 3:** The two children hurried out to greet their parents. They were eager to show off the results of their hard work.

**Narrator 1:** In his excitement, Johann forgot to close the door. Their dog, Max, slipped inside.

**Grizelda and Johann:** No, Max! Stop!

**Narrator 2:** It was too late. Max raced through the house. He bounced across the shiny floor, leaving a trail of muddy paw prints.

**Narrator 3:** He dashed into the kitchen and grabbed Granny's basket from the table. Gingerbread cookies flew around the room. Pots of jam smashed to the floor.

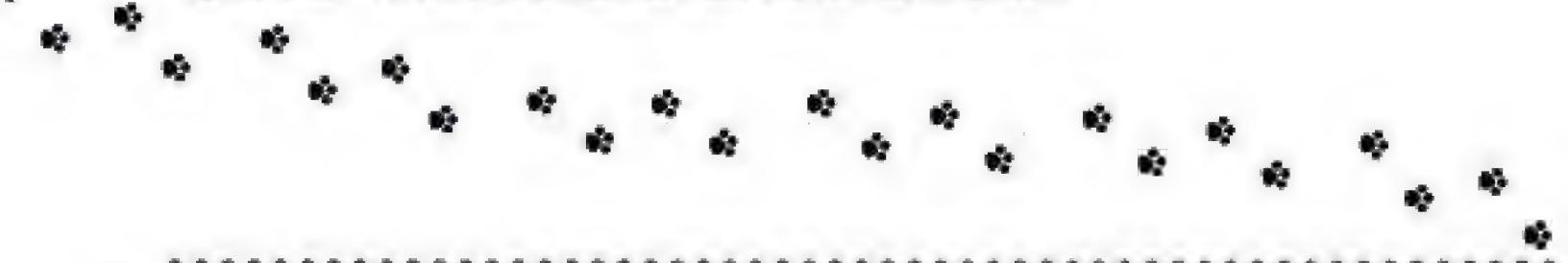
**Narrator 1:** Then Max scrambled up the stairs, leaving a trail of jam on the carpet. Next, he leaped into the living room and snatched a pillow in his teeth, sending feathers flying in all directions.

**Narrator 2:** The children stared at each other in horror as Max bounded out the door.

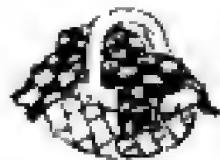
**Papa:** Hello, children! How did the cleaning go?

**Grizelda and Johann:** You wouldn't believe us if we told you!

**Chorus:** And the children sat down and cried.



Name \_\_\_\_\_



## Red Riding Hood Rap

### Characters

Reader 1

Reader 3

Reader 2

Reader 4

**Reader 1:** Little Red Riding Hood  
Was totally cool.  
She was the smartest  
Little girl in the school.

**Reader 2:** One day her Momma  
Asked a favor. "Red," she said,  
"Your dear old Granny  
Is sick in bed."

**Reader 3:** "Could you be so kind  
To deliver these goods?  
Your Granny needs some groceries.  
Now, is that understood?"

**Reader 4:** "Walk through the forest  
With your red cape on.  
Go straight to your Granny's.  
Now, don't go wrong."

**Reader 1:** Well, Red got to Granny's,  
And my, what a sight.  
The entire cottage  
Was closed up tight.

**Reader 2:** Unknown to Riding Hood  
While she was on her way,  
The mean old wolf  
Was looking for prey.

**Reader 3:** He'd spied Red walking  
Down the street.  
He saw the basket.  
He smelled something sweet.

**Reader 4:** He figured there were goodies  
For her sick old Gran.  
He figured out a way.  
He hatched a plan.

**Reader 1:** The wolf raced to Gran's  
And took her by surprise.  
He tied her in the closet.  
Then waited for the prize.

**Reader 2:** Soon there came a knocking.  
Riding Hood was there.  
Wolf started grinning.  
"Come into my lair."

**Reader 3:** Little Red got nervous.  
Granny was in bed.  
Little Red kept looking  
At her Granny's head.

**Reader 4:** "Granny," exclaimed Red,  
"How big your ears appear."  
The wolf in Granny's bonnet said,  
"The better to hear you with, my dear."

**Reader 1:** Little Red said, "Granny,  
How big your eyes appear."  
Again the wolf responded,  
"The better to see you with, my dear."

**Reader 2:** "Granny, dear Granny,  
How big your teeth appear."  
"All the better, Little Red,  
To eat you with, my dear."

**Reader 3:** "Help, help!" screamed Red,  
"I don't know what to do!"  
A passing woodsman heard her.  
He raced to her rescue.

**Reader 4:** The woodsman chased the wolf  
And gave him a quick whack,  
Went back to the cottage,  
Got Red's Granny back.

**Reader 1:** Granny thanked the woodsman.  
She hugged her grandchild Red.  
She sent them on their way  
And she went back to bed.



Name \_\_\_\_\_



## The Pancake *A Scandinavian Tale*

### Characters

<b>Narrator</b>	<b>Farm Wife</b>	<b>Pancake</b>	<b>1st Child</b>
<b>2nd Child</b>	<b>3rd Child</b>	<b>4th Child</b>	<b>5th Child</b>
<b>6th Child</b>	<b>7th Child</b>	<b>Henny Penny</b>	<b>Ducky Lucky</b>
<b>Piggy Wiggy</b>			

**Narrator:** Long ago and far away, there was a farm wife. She had seven hungry children. One morning she said,

**Farm Wife:** I think I'll cook a large tasty pancake for breakfast.

**Narrator:** Her children smelled the pancake cooking and came to beg for a bite.

**1st Child:** Give me a bite of pancake, Mother. I am so hungry.

**2nd Child:** Dear Mother.

**3rd Child:** Dear, sweet Mother.

**4th Child:** Dear, sweet, nice Mother.

**5th Child:** Dear, sweet, nice, pretty Mother.

**6th Child:** Dear, sweet, nice, pretty, good Mother.

**7th Child:** Dear, sweet, nice, pretty, good, kind Mother.

**Farm Wife:** I will give you a bite when the pancake is done.

**Narrator:** All at once, the pancake jumped off the griddle. It rolled through the door and down the hill.

**Farm Wife:** Stop, pancake!

**Narrator:** She ran after the pancake with the griddle still in her hand. Her seven hungry children followed as fast as they could go.

**Farm Wife and Children:** Stop, pancake!

**Narrator:** But the pancake rolled on and on until they couldn't see it. The pancake rolled on until it met a hen.

**Henny Penny:** Good day, Pancake. Don't roll so fast. Rest awhile and let me eat you.

**Pancake:** I ran away from the farm wife and her seven hungry children. I will run away from you, too, Henny Penny.

**Narrator:** And the pancake rolled on. Soon it met a duck.

**Ducky Lucky:** Good day, Pancake. Don't roll so fast. Stop a little and let me eat you.

**Pancake:** I ran away from the farm wife and her seven hungry children and from Henny Penny. I will run away from you too, Ducky Lucky.

**Narrator:** And the pancake rolled on. Soon it met a pig.

**Piggy Wiggy:** Good day, Pancake.

**Pancake:** The same to you, Piggy Wiggy.

**Piggy Wiggy:** Don't be in such a hurry. Let's travel together to the other side of the forest. It's not safe in there.

**Narrator:** So they went along together. Soon they came to a brook. Piggy Wiggy swam across the brook. But the poor pancake couldn't get over.

**Piggy Wiggy:** Sit on my snout and I'll carry you over.

**Narrator:** The pancake did not stop to think. It just hopped up onto Piggy Wiggy's snout. As quick as a wink, the clever pig swallowed the pancake. That is the end of the pancake. And that is the end of our story.



## Why Educators Use

# BUILDING FLUENCY

**B**uilding Fluency contains everything teachers need to improve students' oral reading fluency, one of five essential reading components identified in Reading First. Genres represented include poetry, fiction and nonfiction, readers' theater, speeches, and jokes. The selections have been chosen for their engaging quality, rich language, humor, and cultural literacy value. The books also contain assessment selections, a table of oral reading fluency norms, and a tracking sheet for recording students' fluency proficiency.

Grade 1	EMC 3341	Grade 4	EMC 3344
Grade 2	EMC 3342	Grade 5	EMC 3345
Grade 3	EMC 3343	Grade 6	EMC 3346

### You said it!

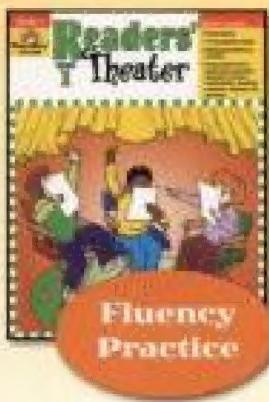
"I love Evan-Moor books because they are so easy to follow, and the activities motivate the kids. Everything you need to teach the lessons is right there!"

Anneice Moore, Reading Specialist

## Building Fluency

- Correlated to state standards
- Engaging and humorous selections capture students' attention, motivating them to practice for fluency
- Ready-to-use transparencies make lesson planning a snap
- Includes a wide range of literature from many genres and many time periods to meet NCTE Standard 2
- Ready-to-use assessment selections, table of oral reading fluency norms, and data charts put assessment at your fingertips

## Additional Teacher Resource Books . . . . .



### READERS' THEATER

"Readers' Theater provides readers with a legitimate reason to reread text and to practice fluency."

-Put Reading First U.S. Department of Education (2001)

Grade 1	EMC 3306
Grade 2	EMC 3307
Grade 3	EMC 3308
Grade 4	EMC 3309
Grade 5	EMC 3310
Grade 6	EMC 3311

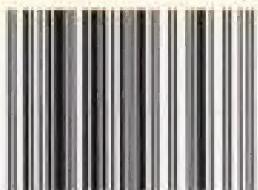


### Correlated to State Standards

### NONFICTION READING PRACTICE

The unique feature of this series is that each unit presents three articles on the same topic, but at three levels of difficulty, allowing the teacher to better accommodate the varied reading levels within the classroom.

Grade 1	EMC 3312
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